

**A Review of the Status of Women at Brandon University
2009-2014**

Brandon University Status of Women Review Committee
July, 2014

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Status of Women Review Committee
Members Responsible for the 2014
Review of the Status of Women at Brandon University

Ms. Karen Batson
R.P.N., B.Sc.M.H., B.G.S., M.Ed.

Ms. Donna Forsyth
B.A., B.Ed., M.Ed.

Mrs. Kathleen Nichol
B.Sc., B.Ed.

Dr. Etsuko Yasui
PhD.

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Table of Contents

List of Tables	5
List of Figures	6
Executive Summary	7
Recommendations	13
Introduction	16
Present Study	21

Section I – Archival Data

Method	22
Procedure and Population	22
Results: Descriptive Statistics	23
Gender Distribution at Brandon University	23
Gender Distribution by Faculty	24
Gender Distribution in Years of Service.....	25
Gender Distribution by Rank	25
Salary	28
Is There a Trend Towards Equality in Rank and Salary?	29
1. Number of Men and Women Hired	29
2. Highest Degree Attained	32
3. Starting Rank	34
4. Starting Salary.....	35
5. Promotions	36
Is There a Trend Towards Equality in Rank and Salary?	38
Predicting Salary.....	39
Other Questions of Equality for Faculty Members	39
Type of Appointment	39
Success in Achieving Tenure	43
Years Before Tenure	43
Sabbatical Leaves	44
Other Leaves	45
Termination	45
BURC Grants	46

Overload	47
Section II – Survey	
Method	49
Procedure	49
Participants	49
Measures	49
Results	50
Working Environment	50
Research Environment	53
Teaching Environment	54
Professional and Educational Goals	56
Unique Challenges	57
Overall Satisfaction at Brandon University	58
Correlational Analyses	58
Recommendations from Respondents for the SWRC	59
Discussion	60
Conclusion	62
References	64
Appendices	69
Appendix A: Survey	69

List of Tables

Table 1	Percentage of Women by Faculty	25
Table 2	Percentage of Women by Rank, Level, or Position	26
Table 3	Proportion of Women by Salary Scale in Prior SWRC Reports	27
Table 4	Average Salaries of Full-Time Faculty by Gender and Rank	28
Table 5	Number of Applicants and Hires by Faculty and Gender	31
Table 6	Success Rate of Applicants by Faculty and Gender	32
Table 7	Number of Hires at Rank by Gender of Current Full-Time Faculty.....	34
Table 8	Number of Hires at Rank by Gender from Selection Committee Forms	35
Table 9	Hierarchical Regression Predicting Starting Salary	36
Table 10	Success Rate of Promotion Applications by Gender	37
Table 11	Hierarchical Regression Predicting Current Salary	39
Table 12	Success Rate of Tenure Applications by Gender	43
Table 13	Success Rate of Sabbatical Applications by Gender	44
Table 14	Number of Other Leaves by Gender	45
Table 15	Success Rate of Special Leave Applications by Gender	45
Table 16	Reasons for Termination	46
Table 17	Number of BURC Grants by Year and Gender	46
Table 18	Success Rate of BURC Grant Applications by Gender	47
Table 19	Average Overload Credit Hours	48
Table 20	Helpful Factors in the Working Environment	50
Table 21	Difficult Factors in the Working Environment	51
Table 22	Helpful Factors in the Research Environment	53
Table 23	Difficult Factors in the Research Environment	53
Table 24	Helpful Factors in the Teaching Environment	55
Table 25	Difficult Factors in the Teaching Environment	55
Table 26	Professional and Educational Goals	57

List of Figures

Figure 1	Percentage of Full-Time Female Faculty Over the Last 25 Years	24
Figure 2	Current Proportion of Male and Female Faculty by Starting Salary Scale	27
Figure 3	Trends in the Proportions of New-Hired Female and Male Faculty	30
Figure 4	Trends in the Proportions of New-Hired Female and Male Faculty Excluding Health Studies Faculty Members	30
Figure 5	Highest Degree Attained by Gender	33
Figure 6	Highest Degree Attained by Gender Excluding Health Studies Faculty Members	34
Figure 7	Type of Appointment by Gender	40
Figure 8	Type of Appointment by Gender Excluding Health Studies Faculty Members	41
Figure 9	Proportion of Male and Female Faculty in Type of Appointment	41
Figure 10	Proportion of Male and Female Faculty in Type of Appointment Excluding Health Studies Faculty Members	42
Figure 11	Percentage of Male and Female Faculty on Overload	47

Executive Summary

The Present Study (2009-2014)

The present study was conducted as part of the ongoing review of the status of women at Brandon University (BU). It consisted of two parts:

- 1) Archival data from the offices of Human Resources and the Vice-President Academic, as well as hiring, promotion, tenure, BURC grants, and sabbatical Data Collection Forms from the past five years were collected and analyzed in order to determine whether inequities are present between female and male faculty members. The findings were then compared to those of past Status of Women Review Committee studies (2009, 2004, 2000, 1996) and the national statistics report of Canadian Association of University Teachers (CAUT, 2013) to determine if BU is continuously achieving a more equitable workplace and how it relates to other Canadian Universities
 - Data were gathered on all 236 current members of Brandon University Faculty Association (BUFA) (121 females; 115 males; 223 full-time members; 13 part-time members; including PA, AA, and IA ranks; excluding sessional instructors).
- 2) The Status of Women Review Committee (SWRC) developed an electronic survey for female Brandon University Faculty Association (BUFA) members at BU to complete between February and May 2014. The survey assessed women's perceptions of the working, research, and teaching environments at BU, and women's professional and educational goals, unique challenges, and overall satisfaction at BU. Furthermore, participants had an opportunity to discuss suggestions for the SWRC.
 - A total of 61 female BUFA members completed the survey.

Results of Archival Data

Gender Distribution

- Over the last five years, there has been a small increase in the proportion of full-time female faculty at BU. Women currently represent 49.8% of full-time faculty members, whereas in 2009 they represented 46%. BU has shown a continuous, positive trend towards a proportionate representation of women, although it appears the trend is currently plateauing.

- The faculty of Health Studies is significantly female dominated. Accordingly, it is important to consider that the gender distribution within this faculty may strongly influence this positive trend identified. When the Health Studies faculty is excluded, women represent only 41.2% of the full-time faculty members.
- Arts (47% female), Education (42% female), Music (47% female), Student Services (60% female), and Library (61% female) faculties have improved with respect to achieving a proportionate representation of women. However, women are still significantly under-represented in the Science faculty (30% female) and over-represented in the Health Studies faculty (89% female).
- Male faculty members have significantly more years of service at BU than female faculty members (15.29 years versus 10.78 years).
- Women are significantly under-represented in higher academic ranks (e.g., female faculty represent 32% of the Professor faculty), and over-represented in lower ranks (e.g., female faculty represent 81% of the Instructional Associate faculty). Furthermore, full-time women are under-represented in the high-end of the salary scale and significantly over-represented in the low-end.

Salary

- Full-time male faculty members at BU earn an average of \$107,237, whereas full-time female faculty members earn an average of \$90,934.
- Full Professor/ PA IV female faculty earn an average of 95.8% of their male counterparts' salaries, Associate Professor/ PA III/ CIS III female faculty earn an average of 96.0% of their male counterparts, and Assistant Professor/ PA II/ AA II/ CIS II and Lecturer/ PA I/ IA III/ AA I/ CIS I female faculties earn an average of 100%+ of their male counterparts.
- Years of service, salary scale, and number of promotions account for significant amounts of variance in starting salary.
- When years of service, salary scale, and number of promotions were accounted for, a statistically significant difference by gender in salary was not found.

Hiring Statistics

- Over the last five years more women have been hired than men (60% versus 40%) for full-time faculty positions.
 - When the faculty of Health Studies is excluded, more men have been hired than women (53% versus 47%).
- Males and females were similar with regard to their application success.
- Among the traditional academic ranks, significantly more newly-hired women held Masters degrees as their highest degree attained than men (40% women versus 20% men).
 - No statistically significant differences in highest degree attained at hire by gender are found when Health Studies faculty members are excluded (e.g., 28% women had Masters degrees versus 20% men).
- Women are significantly more likely to be hired in the lower academic ranks than men, and are less likely to be hired in the higher academic ranks than men.
- Over the last five years, full-time male faculty members had a greater starting salary (full-time male = \$65,586; full-time female = \$60,749).
 - Starting year, starting salary scale, and starting step accounted for significant amounts of variance in starting salary
 - When starting year, starting salary scale, and starting step were accounted for, a statistically significant difference by gender in starting salary was not found.

Promotions

- Full-time male faculty members were granted their first promotions in fewer years of service than female (4.81 years versus 5.90 years), although the difference was not statistically significant.
- Women were shown to have significantly fewer years of service than men in between their first and second promotions (5 years versus 7.79 years).
- Over the last five years, men and women shared similar success rates in promotion applications.
- Eligible full-time faculty members who have not yet applied for and/ or received a promotion were not shown to differ by gender.

Type of Appointment

- Significantly, a smaller percentage of female faculty members hold tenured positions than male faculty members (48% of females versus 73% of males) and a greater percentage hold continuing positions* than male (27% of females versus 10% of males).
 - When the faculty of Health Studies is excluded, these gender differences are no longer statistically significant.
- Female faculty members were significantly less likely to hold tenured positions in comparison to male (41% of females versus 59% of males) and significantly more likely to hold continuing positions than male (73% of females versus 27% of males).
 - When the faculty of Health Studies is excluded, these gender differences are no longer statistically significant.

Tenure Applications

- Men and women shared similar success rates in tenure applications.
- Full-time men had fewer years of service before granted tenure (4.21 years) than women (4.91 years), although this difference was not statistically significant.

Other Questions of Equality for Faculty Members

- Full-time men and women shared similar numbers of sabbaticals taken, numbers of years before first sabbatical, and success rates of sabbatical applications.
- A similar number of men and women terminated their employment at BU. Reasons for termination included retirement (35%; including deceased), resignation (30%), term end (24%), and redundant position** (10%). Importantly, no significant differences were found between men and women in their reasons for termination.
- Over the last five years, male and female faculty members have been awarded roughly equal numbers of BURC grants, and BURC grant values
- On average, 29.6% of full-time male faculty members and 30.4% of full-time female had teaching overloads over the last five years.
 - Of these members, women have had an average overload of 3.77 credit hours and men an average of 3.20 credit hours.
 - No statistically significant gender differences were found with regard to overload.

*Continuing appointments are offered to only Instructional and Administrative Associates (Collective Agreement, April 2011 – March 2015).

**Redundant positions are those “declared as unnecessary due to long-term changes in academic priorities, student enrolment patterns, or some such similar development” (Collective Agreement, April 2011 – March 2015, p. 59).

Survey Results

- In general, participants rated professional development funds, mentors/ colleagues, salary, and the Chair and Dean as important, helpful factors in the environment at BU. Furthermore, participants provided additional comments about other helpful factors including, most notably, students and external mentors/ colleagues.
- In general, participants rated demands of the job, lack of professional development funds, mentors/ colleagues, and lack of salary as difficult factors in the environment at BU. Moreover, participants provided additional comments about difficult factors which were conceptualized into major themes:
 - Demanding workload – Participants expressed that the workload is unreasonable and that it is difficult to balance teaching, research, and services, and/ or working and life. More specifically, some participants believed that workload is inconsistent with the collective agreement and unequally distributed among faculty members. Participants provided many recommendations for improving workload issues such as hiring more people, reducing teaching loads, increasing flexibility in teaching schedules, and providing workload equality among faculty members.
 - Negative collegial relations – Participants described a lack of support, respect, and communication between faculty members as having a detrimental effect on the environment. Furthermore, numerous participants expressed that they feel extremely isolated. Recommendations that participants provided for improving these issues were to deal directly with collegial problems, to provide formal mentorship programs, and to provide more relationship building opportunities.

- Lack of sufficient resources – Participants indicated that increasing resources, such as increasing professional development funds, training opportunities (e.g., on teaching, research, leadership, conflict resolution), and wellness support would benefit BU.
 - Negative relations with the administration and union – Participants indicated that they felt a lack of support and respect from, and communication with the administration and with the union.
- Goals rated as most important by the participants were creating and updating courses and programs, and establishing and maintaining credible research programs.
 - Unique challenges that participants discussed were often about stressful working conditions at BU and/ or the challenge of balancing work and family responsibilities.
 - On a scale from being very satisfied (1) to very unsatisfied (5), on average, participants indicated that their overall satisfaction at BU was neutral.
 - The more that participants perceived mentors/ colleagues and professional development funds as important, the less reported satisfaction with BU there was.
 - Participants indicated that it is the informal inequalities in the workplace, such as lack of respect, support, and teamwork, which most negatively affect their employment at BU.

Recommendations

Based on the present findings, the SWRC has made several recommendations for BU:

Professional Development

- Provide faculty members with more professional development funds
- Continue to offer and increase the number of workshops and supports, and to broaden the themes and topics covered (e.g., training opportunities related to teaching, research, leadership, and conflict resolution; wellness support; support for balancing teaching and research)
- Formalize workshops so that all faculty members attend them
- Consider teaching and family responsibilities when scheduling workshops and meetings, which was also identified in the previous SWRC report (2009)
- Increase accessibility of workshops by providing them through, for example, webinars and teleconferences, and provide them more than once

Formal Mentorship Program

- Establish a formalized mentorship program for new faculty members, in addition to continuing the existing related programs including SWRC workshops, faculty research facilitators, BUTEC conferences, and REBU conferences
- Recognize mentoring as a service activity

Workload

- Reduce the teaching load and the necessity of overload teaching
- Instigate teaching load equality among faculty members
- Hire more faculty members
- Increase flexibility in members' teaching schedules
- Establish written guidelines for consistent, objective expectations of research activity and involvement in services for faculty members

Positive Work Environment

- Recognize that faculty members have responsibilities outside of the university
 - Consider family responsibilities when scheduling meetings and workshops, a recommendation which was also identified in the previous SWRC report (2009)
 - Increase the number of daycare places for children of faculty members
- Implement a 39 hour term, instead of a 36 hour term to allow extra time for family emergencies, child care days, and sick days.
- Organize meetings at the start of terms to identify faculty members who could substitute in order to cover classes
- Initiate mandatory training (e.g., equity training for selection, tenure, and promotion committees; leadership and conflict resolution training for chairs, Deans, and Directors) for faculty members in positions of authority
 - Recognize the validity of various research approaches in awarding promotions, tenure, and sabbatical leaves, which was also identified in the previous SWRC report (2009)
- Implement and monitor the effectiveness of the revised Respectful Workplace Policy
- Survey faculty members for ideas to reduce and address the isolation that many members feel
- Provide more funds for professional development and teaching materials
- Improve and update teaching resources (e.g., online resources)
- Stagger lunch hours of office personnel so that someone is available for assistance at all times; currently, there is no assistance for faculty members who teach over the lunch hour

Data Recording at the Human Resources Office

- Electronically record current and future faculty member information
 - Continue to electronically record sex, department, hire date(s), status, date of birth, rank, current salary, and FTE of active full- and part-time faculty
 - Include sessional faculty in the record keeping
 - Include variables such as highest degree attained, starting rank, starting step, starting salary, status, change in position, promotion description and date(s), tenure date, and leave description and date(s)

- Include whether the faculty members are active, terminated, or completed their sessional contracts

Other Recommendations

- Research why the pool of female applicants for professional ranks at BU does not reflect the doctoral pool, a suggestion which was also identified in a previous SWRC report (2004)
- Review the IA ranks to look at creating a new designation for those currently in IA positions in Health Studies
- Ensure that all applicants are aware of and presented the guidelines provided in “CAUT Handbook for New Faculty: Negotiating Starting Salary” (CAUT, 2002)
- Modify Article 30 of the collective agreement such that the findings of the SWRC reviews lead to reasonable expectations for change (SWRC Review, 2009)

Introduction

Equity is identified as a priority at Brandon University. Equity involves treating all individuals fairly and ensuring all individuals have equal access and equal opportunities to succeed, while respecting and valuing individual differences (Charvat, 2009; University of Manitoba, 2013). It is important that institutions take advantage of the attributes of all workers to achieve their greatest potential (Cornish, 2013). Despite advances in higher education towards gender equity, research has shown that barriers continue to remain for women. Monitoring of the status of women is important to ensure that it is continuously improving, and awareness of the barriers that women face is important so that necessary accommodations can be made.

The Status of Women Review Committee (SWRC) at Brandon University (BU) was established in February, 1988 in response to Article 30 in the Brandon University Faculty Association (BUFA) Collective Agreement. The members of the SWRC are committed to ensuring equal opportunities for all members of the BUFA community. The committee is responsible for examining the status of women in the BU community to ensure that it is continuously improving towards gender equity, and to assist faculties/ units in the development and implementation of hiring goals for their units (Collective Agreement, April 2011 – March 2015).” Furthermore, it is responsible for conducting ongoing reviews every five years “to ensure that there is no discrimination based on sex in salaries, the process of securing tenure, promotion, the granting of sabbaticals or research grants” (Collective Agreement, April 2011 – March 2015, p. 88). In short, members of the SWRC are dedicated to ensuring that opportunities to succeed at BU are as equal for female faculty members as for their male counterparts through research aimed to identify and monitor trends and potential barriers related to equity at BU.

The importance of the SWRC and its ongoing reviews is strongly supported in the literature regarding gender equity. Research has shown that, with respect to employment, men and women have different work patterns, there is a salary and rank disparity between the genders, and women typically have additional challenges, such as family responsibilities and discrimination. Awareness of equity and associated factors in the workplace is important so that actions can be taken to accomplish greater gender equity and therefore greater workplace success. Furthermore, pushing individuals and institutions to strive for gender equality, such as the SWRC does, pushes society as a whole in a positive direction.

Employment Equity

Legally, equity must be ensured in all workplaces. The Employment Equity Act of the Canadian Human Rights Commission (2013) helps ensure that the labour market is equally accessible and provides equal opportunities to all Canadians. Under the act, employers are required to take actions to ensure members of marginalized groups (that is, women, Aboriginal peoples, persons with disabilities, and members of visible minorities) are fully represented. An employment equity plan may be developed to achieve equity in the workplace. Employers must also be aware of possible barriers associated with these marginalized groups and arrange for the necessary accommodations.

Despite the fact that equity must be ensured in the workforce, research has shown a persistent, although declining, pay gap between men and women. Prior to the Equal Pay Act in 1963 women had earned only 59 cents for each dollar earned by their male counterparts, and in 2005 it had increased to 85 cents on the dollar relative to men (Travis, Gross, & Johnson, 2009; Statistics Canada, 2011). The gap is present even after variables such as work patterns, occupation, sector, education, and qualifications are accounted for (Travis et al., 2009). However, the gap is most prominent in traditionally “female” occupations, such as in teaching and health occupations, in administrative positions, or sales and service occupations, and in fields traditionally characterized as “male”, such as in engineering and labour work (Bardaro, 2014; Travis et al., 2009; Statistics Canada, 2011). Furthermore, the gender pay gap is found to be more prevalent in occupations requiring college-level education than occupations requiring graduate level occupations (Statistics Canada, 2011), and in senior positions (Bardaro, 2014). Bardaro (2014) argued that it is the variance in jobs in relation to gender that plays the greatest role in the pay gap. In general, some fields are close to achieving employment equity, whereas some fields are still quite far from it.

Employment Equity in Higher Education

Historically, higher education has been a male-dominated field. However, the number of female faculty members is continuously increasing. In 2011, 36.6% of all full-time university teachers were female (CAUT, 2013). Between 1985 and 2005 female faculty increased by 129.8% and male faculty declined by 9.8% (CAUT, 2008c). However, women are still under-represented within particular appointments, disciplines, and senior positions (CAUT, 2007;

CAUT, 2008a; CAUT, 2011; CAUT, 2013). Female university teachers have made significant progress over the past twenty years towards gender equity in relation to attaining tenured and tenure track appointments; yet they are still a minority in such positions, which is concerning because academic tenure has been noted as vital for creating conditions that allow excellent teaching and research (CAUT, 2008c; CAUT, 2013). Also, data has shown that female university teachers are most highly concentrated in humanities, health, and education, and less concentrated in physical and life sciences, technologies, and engineering and math, and at large, in medical-doctoral universities (CAUT, 2008a; CAUT, 2011; CAUT, 2013). In addition, CAUT (2013) indicated that only 22.8% of Full Professors were female.

As a side note, research has shown that job availability in higher education is declining, which lowers the chances that already under-represented minority groups will be fully represented among faculties at Canadian universities (Fullick, 2013). For instance, numbers of full-time university professors decreased approximately 10 percentage points from 2000-2010, whereas the numbers of temporary full-time professors increased approximately 7 percentage points. The opportunity to hold a permanent position in higher education has decreased.

Research has shown a persistent, although decreasing, pay gap in higher education between men and women. The Canadian Association of University Teachers (2013) showed that in 2011 there was a salary differential between female academic staff and male academic staff; female Full Professors earned an average of 95.1% of their male counterparts, female Associate Professors earned an average of 97.2% and female Assistant Professors earned an average of 98.0% of their male counterparts. In some research, women's average hourly wages were shown to be approximately 16% less than men's average hourly wage (CAUT, 2011). The disciplines in which there is an under-representation of women are shown to have the most prominent pay gap between men and women (CAUT, 2011). Nonetheless, even after discipline, academic rank, age, and seniority are accounted for the pay gap has been shown to still exist, which indicates that discriminatory practices are occurring (CAUT, 2011; Chalikia & Hinsz, 2013). CAUT (2011) suggested that overt discrimination may play a role in creating the persistent pay gap, but they argued that the salary difference is likely a by-product of university salary structures and procedures, which tend to disadvantage women.

Multiple actions have been undertaken by programs such as the Canada Research Chairs (2014) to achieve equity in the higher education system. For example, Canada Research Chairs

includes an Advisory Committee on Equity Policy that has been created to provide ongoing training on equity and discrimination solutions to employees, ongoing program evaluations, collaborating with other universities to establish targets for representation, and monitoring universities' adherence to guidelines formed (Canada Research Chairs, 2014). Many universities have developed pay equity plans to determine if there are any inequities between females and males, and to make pay adjustments if inequities are found (e.g., see Concordia University, 2009).

It is important to consider that females typically do experience more career interruptions related to child-bearing than men, which consequently may affect their progress in their career, depending on university procedures, and so, for example, result in lower earnings in comparison to their male counterparts (CAUT, 2011). Typically, perhaps because of socialization, women are responsible for home-making tasks and caring for children, which may contribute to the continuing inequities between genders (Bardaro, 2014). Such family responsibilities are shown to create many barriers in the workplace (Gluck, 2014). For instance, a lack of resources such as child care and/or inflexible schedules may greatly affect women, likely more so than men. Morley (2013) argue that women are caught between two social systems, the family and work, and time spent on one system decreases the time available for the other system. Furthermore, Acker and Armenti (2004) also discussed the challenges women face in balancing the two systems and how the situation often is associated with stress, fatigue, and illness. When employment equity is examined, it is important to consider the influence of other systems, as they all are inter-connected.

Violence / Discrimination in the Workplace

Violence and discrimination are strongly associated with equity issues in the workplace. In 2004, 11% of workers in the educational sector reported violence in the workplace (Statistics Canada, 2008). Discrimination may be formal, such as sexual harassment or employment inequity, or more informal, such as social exclusion or belittling of abilities and skills (Welle & Heilman, 2005). It can occur at the individual and/or institutional level. The Equal Pay Act of 1963 and the 1964 Civil Rights Act protect minority groups from discrimination in the workplace (Gluck, 2014). However, a study found that 68% of women still believe that gender discrimination in the workforce exists (Gluck, 2014). Both formal and informal discrimination

occurs at high rates against women in workplaces that are particularly male-dominated, such as in higher education (CAUT, 2014; Johnson & Colpitts, 2013). Individuals who are women, visible and ethnic minorities, academic staff with disabilities, transgender, and bisexual and homosexual are challenged by additional barriers and are at greatest risk of victimization (Johnson & Colpitts, 2013). It is important to consider that rates of violence and discrimination may be an extreme under-representation of the actual rates; for instance, Statistics Canada (2009) showed that only 22% of spousal violence victims reported violent incidents.

In higher education, research has shown that although overt discrimination is decreasing, subtle discrimination is still present and creating “chilly climates” (Acker, Webber, & Smyth, 2012). For instance, the higher education system is male-dominated and therefore largely controlled by men. Aiston (2014) argued that “[u]niversities are essentially seen as gendered, rewarding the competencies and skills supposedly associated with men, thereby placing male academics as ‘gatekeepers’ to career progression and central to decision-making processes” (p. 59). Many researchers also perceive that attributes stereotypically perceived as masculine, such as assertiveness and self-confidence, are favoured in the higher education system (Morley, 2013; Welle & Heilman, 2005). Accordingly, many people believe that women lack such attributes required to be successful leaders in academia (Morley, 2013).

Furthermore, there is a common perception that demographic characteristics, such as gender, may be the primary reasons some individuals secure their positions in academia, instead of individuals’ competencies (Isaacs, 2013). People often perceive that faculties are merely trying to reach their gender quota, which often may lead to negative perceptions that such newly hired individuals are unqualified (Travis et al., 2009). Such perceptions have a harmful effect on higher education and show the importance of acknowledging the white, male privilege (Isaacs, 2013).

Importantly, research has shown that discrimination and/or violence, in addition to being unethical, has serious consequences physically, psychologically, and socially for the victims and employers (e.g., negatively affecting general well-being, and engagement, commitment, productivity, and satisfaction with respect to employment, and they are associated with high job turnover rate) (CAUT Equity Review, 2007; Gluck, 2014; Johnson & Colpitts, 2013; Settles, Cortina, Stewart, & Malley, 2007; Statistics Canada, 2008; Welle & Heilman, 2005). However,

if women perceive that they can voice their opinions in their department though, the effects of a negative sexist climate are not as detrimental (Settles et al., 2007).

Policies and procedures to enhance equity among genders have been shown to be important throughout history. However, as Farhou (2013) noted in her review, discussions of policies of diversity can be perceived as masks for persistent problems of discrimination. In short, people may perceive that the problem is already “fixed” (Farhou, 2013). Kjeldal, Rindfleish, and Sheridan (2007) also argued that there has been too much emphasis placed on the formal or structural processes to challenge inequity in higher academic settings, and instead the emphasis should now be directed towards the informal working environment. Therefore, it is important to identify and monitor the intangible signs of inequality in the workplace, in addition to the tangible.

In general, research has shown that there is a positive trend towards equity in the higher education system, although in comparison to men, women are typically challenged by additional barriers, which may limit their opportunities to be successful. Researching equity issues in the higher education system is extremely important in order to become aware of trends and/or potential problems and consequences, and to develop solutions.

The Present Study

A significant body of research and literature exists regarding gender equity in the workplace, with respect to its prevalence, forms, and consequences. Given the importance of ensuring gender equity, the present study was conducted as part of the ongoing review of the status of women at Brandon University. The purpose of the study was to examine the working status of female faculty* members at BU. In order to determine whether inequities are present between female and male faculty members, archival data from the offices of Human Resources and the Vice-President Academic on all current faculty members were collected and analyzed, and hiring, promotion, tenure, BURC grants, and sabbatical Data Collection Forms from the past five years were collected and analyzed as well. In addition, the data were compared to those of past SWRC studies and the national statistics report of Canadian Universities (CAUT, 2013) to determine if BU is continuously achieving a more equitable workplace, to identify any potential barriers challenging equity at BU, and to determine how BU relates to other Canadian Universities

Next, gender equity was examined from a more personal approach to gain a more complete understanding of women's experiences at BU. This process involved the SWRC members developing an electronic survey for female faculty members to complete. The survey was designed to examine women's perceptions of positive and negative factors in the working, research, and teaching environments at BU, and women's suggestions to improve those environments. In addition, the survey examined women's professional and educational goals, unique challenges, and overall satisfaction at BU. Furthermore, participants had an opportunity to suggest future ideas for the SWRC. The survey allowed for the evaluation women's experiences at BU more thoroughly than statistics alone would.

*Faculty refers to all members of BUFA, including all PA, AA, and IA ranks, but with the exception of sessional instructors to be consistent with previous studies, and because there is limited information on them.

Note. For this study, gender is based on an individual's sex. The SWRC understands and respects that not all individuals, however, identify with the typical corresponding gender of their sex.

Section I: Archival Data

Method

Procedure and Population

In order to examine employment equity by gender at BU, data were collected on all current* BUFA members (N = 236; No. of females = 121; No. of males = 115) from the offices of Human Resources and the Vice-President Academic regarding starting and current salary, starting and current rank, starting step, age, years of service**, highest degree attained, type of appointment, date of tenure, promotion history, sabbatical history, and other leave history (e.g., maternity/ paternity, special). Some data were collected electronically and some manually. Information was also gathered on BURC grants and terminations from the past five years from the Human Resources and Vice-President Academic offices. In addition, information was drawn from hiring, tenure, promotion, BURC grants, and sabbatical Data Collection Forms from the last five years. The present data were analyzed*** following collection and compared to the findings of past SWRC studies and the national statistics report of Canadian Universities, which

reflects the academic situation of Canadian Universities in 2010-2011 (CAUT, 2013), where possible.

*Effective May 23, 2014.

**Years of service were adjusted so that time spent in term positions before given permanent positions were not included, as there were no apparent differences between those who completed a term position before attaining a permanent position in comparison to those who did not with respect to amount of time before promotions, tenure, and sabbatical leaves. Furthermore, breaks in employment were also accounted for when members had two different hire dates, as done in BUFA seniority lists.

*** Full- and part-time faculty members (N = 223 and N = 13) were analyzed separately, because prior research has shown that they are unique groups (Luna, 2006). Unless noted otherwise, the results are on full-time faculty members.

Results: Descriptive Statistics

Gender Distribution

Since 2009, the percentage of women at BU has slightly increased. Full-time female faculty members currently represent 49.8 % (or 111/223) of the faculty, whereas they represented 46% in 2009. In addition, 76.9% (or 10/13) of part-time (mean FTE = .55; FTE range = .25 - .92) faculty members are female. Furthermore, when including both full- and part-time faculty members the percentage of females is 51.3%, which is slightly greater than the corresponding percentage in 2009 (48%). Figure 1 is a visual representation of the trend of percentages of full-time female faculty over the last 25 years at BU. BU has shown a continuous, positive trend towards a proportionate representation of women, although data indicates that the trend may now be plateauing.

In comparison to the national statistics, the proportion of female faculty members at BU is above average. The CAUT (2013) reported, considering only the Full Professor, Associate Professor, Assistant Professor, and Lecturer ranks, that only 36.6% of all full-time university teachers were female. The percentage of full-time female faculty members in those ranks alone at BU is 45.2%.

It is important to consider that the faculty of Health Studies may be a significant contributor in this trend, because it is largely female dominated. When the Health Studies faculty is excluded, women represent only 41.2% of the faculty members. When excluding the faculty and considering only traditional ranks, women represent only 39.6%.

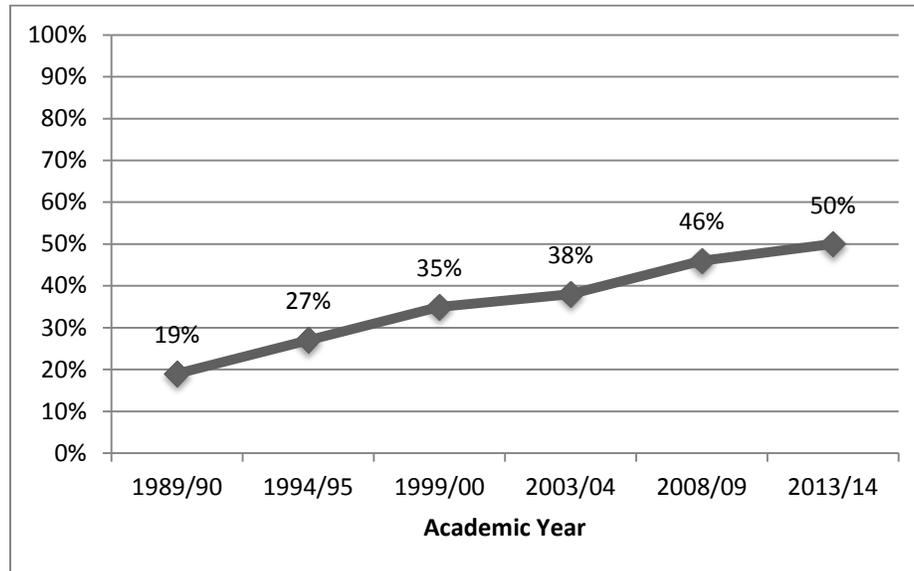


Figure 1. Percentages of full-time female faculty over the last 25 years.

Gender Distribution by Faculty

The data, including both full- and part-time members, indicated that, although improving, there continues to be an under-representation of women among some faculties at BU and an over-representation of women among some as well (see Table 1). To determine whether there was a significant disproportionate representation of either gender in any of the faculties, a chi-square analysis was performed. The results showed that women are significantly under-represented in Science and over-represented in Health Studies ($X^2(8, N = 236) = 44.53, p = <.001$). In relation to past SWRC studies and BU Goals, the faculties at BU, in general, are continuously becoming closer to achieving equal gender distributions, with the exception of Science and Health Studies.

Table 1

Percentage of women by faculty

Faculty	2009	2014	BU Goal
Arts	44%	47%	44%
Education	39%	42%	68%
Health Studies	86%	89%	61%
Music	42%	47%	44%
Science	30%	30%	38%
Student Services*	63%	61%	72%
Library*	63%	60%	72%
Athletics**	---	0%	---
Campus MB**	---	33%	---

Note. The BU goals reported here were developed in 2009 by the SWRC and/or the faculty itself; the Dean of Health Studies noted that the goal for the faculty is to achieve 39% of males.

*Student Services and Library were combined in the 2009 report

**Total number of faculty members is less than five

Gender Distribution in Years of Service

The data, including both full- and part-time members, showed that male faculty members have been employed at BU for an average of 15.29 years (SD = 11.13), whereas female faculty members for an average of 10.78 years (SD = 8.80). In order to determine whether there was a significant difference in the years of service by gender, a t-test was conducted. The results showed that there was a significant difference in favour of males ($t(234) = 3.457, p = .001$), which was also found in past SWRC reports.

Gender Distribution by Rank

The data showed that, although improving, women are still under-represented in the higher ranks of academic positions, and over-represented in the lower ranks (see Table 2). The

percentage of women in the Professor, Assistant Professor, and Administrative Associate ranks or level has notably increased compared to the 2009 report. In comparison to the national statistics, the percentage of women in the traditional academic ranks at BU is greater than the average of Canadian Universities. A chi-square analysis revealed that women are significantly under-represented in the Professor rank and over-represented in the Instructional Associate level ($X^2 (7, N = 236) = 28.34, p = <.001$).

Table 2

Percentage of women by rank, level, or position

Rank	2009	2014	National
Professor	25%	32%	27%
Associate	37%	38%	36%
Assistant	49%	63%	43%
Lecturer	100%	50%	47%
Professional Associate	46%	52%	---
Administrative Associate	33%	60%	---
Instructional Associate	77%	81%	---
CIS*	---	0%	---
Dean/ Director/ VP/ President	---	16%	---

Note. Dean/ Director/ VP/ President percentage is the years women were in these positions.

*Less than five members with this rank.

The influence of rank on the salary disparity between male and female faculty members is prominent when the various ranks and how their distribution into the salary scales are considered (see Figure 2). In order to determine any statistically significant differences between the genders in the salary scale, a chi-square analysis was performed. The results showed that females were significantly over-represented in the Lecturer/ PA I/ AAI/ IAIII/ CIS I and IAII/ IAI categories (that is, the bottom three categories), and males were nearly significantly over-

represented in the Professor / PAIV category ($X^2(4, N = 223) = 24.42, p = <.001$). These statistics are especially concerning as these same women were also shown to represent 49.8% of the faculty.

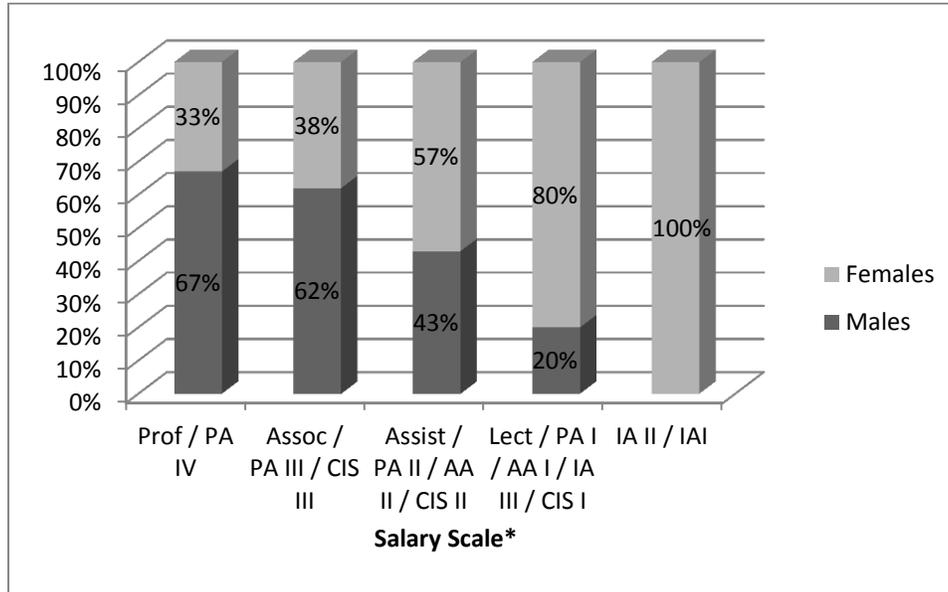


Figure 2. Current proportion of male and female faculty by salary scale.

*The floor salaries for each of the salary scales are: \$111,931; \$89,778; \$68,647; \$57,051; \$51,564; \$46,090 (IAII and IAI categories were joined)

In comparison to prior SWRC studies, there is a positive trend towards a proportionate representation of women within the top three salary scale categories (see Table 3). However, women have been increasingly over-represented in the bottom three salary scale categories.

Table 3

Proportion of women by salary scale in prior SWRC reports

Salary Scale	2009	2004
Prof/ PA IV	26%	12%
Assoc/ PA III/ CIS III	36%	34%
Assist/ PAII/ CIS II	46%	48%
Lect/ PA I/ AA I/ IA III/ CIS I	72%	59%
IA II/ IA I	100%	75%

Salary

In general, the results showed that male faculty members at BU earn an average of \$107,237 (SD = \$23,799; range = \$63,354 - \$152,090), whereas female faculty members at BU earn an average of \$90,934 (SD = \$21,990; range = \$48,344 – \$152,090). A t-test was performed to determine if the difference in salary by gender was significant, and the results showed that there was a significant difference ($t(221) = 5.312, p = <.001$).

More specifically, Full Professor/ PA IV female faculty earn an average of 95.8% of their male counterparts, Associate Professor/ PA III/ CIS III female faculty earn an average of 96.0% of their male counterparts, and Assistant Professor/ PA II/ AA II/ CIS II and Lecturer/ PA I/ IA III/ AA I/ CIS I female faculties earn 100%+ of their male counterparts. A summary of salaries by gender and rank is provided in Table 4. No statistically significant differences in salary by gender and rank were found.

Table 4

Average salaries of full-time faculty by gender and rank

Rank	Male	Female	National
Professor, PA IV	\$136,546	\$130,802	\$138,853
Assoc. Prof., PA III, CIS III	\$107,756	\$103,465	\$110,263
Assist. Prof., PA II, AA II, CIS II	\$86,559	\$82,890	\$89,681
Lect., PA I, IA III, AA I, CIS I	\$68,081	\$68,138	\$86,640*
IA II, IA I	---	\$65,077	---

*Average salary for Lecturer rank only

Is There a Trend Towards Equality in Rank and Salary?

Inequities between men and women in rank and salary should diminish if the following trends emerge, as outlined in the 2004 SWRC report:

1. Equal numbers of men and women are hired
2. Equal numbers of newly-hired men and women have attained Doctorates
3. Newly-hired men and women with equal qualifications and experience begin at equivalent starting ranks
4. Newly-hired men and women with equal qualifications and experience begin at equivalent starting salaries
5. Men and women apply for promotions after similar years of service, and experience an equal success rate

In order to determine any cases of inequality at BU or to see whether BU is exhibiting a positive trend towards equity, analyses regarding above trends were conducted.

1. Number of Men and Women Hired

In order to examine the trend of hiring practices at BU, current faculty members were divided into three groups: those who were hired within the past 10 years, those who were hired between 11 and 20 years ago, and those who were hired more than 20 years ago. A visual representation of these statistics is provided in Figure 3. More specifically, over the last 5 years, 60% of the hires have been women and 40% have been men. To determine if there are any differences in the hiring trends, a chi-square analysis was conducted. A significant difference was shown between the proportion of women faculty members hired more than 20 years ago and in the past 10 years ($X^2(2, N = 223) = 10.22, p = .006$). Importantly, the results indicate that there has been a change in the hiring trends; it appears that BU is hiring more women than men, which is what was recommended in previous reviews to increase the number of female faculty members.

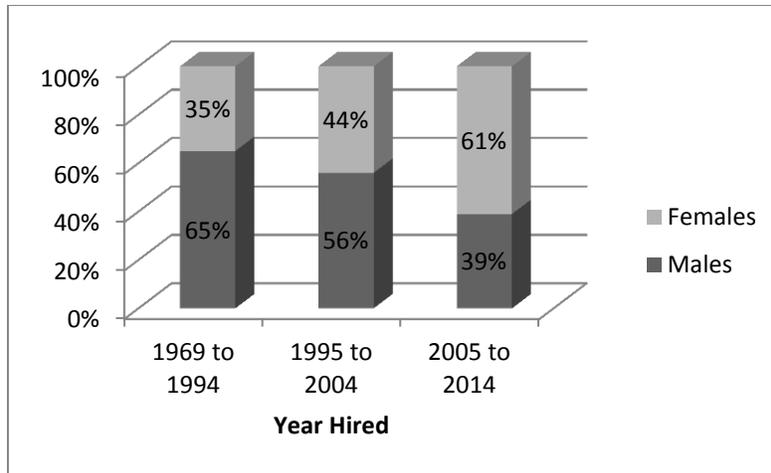


Figure 3. Trends in the proportions of new-hired female and male faculty members.

However, the Health Studies faculty is fairly new at BU and is largely female dominated. Therefore, it is important to consider that it may strongly influence this positive trend identified. Over the last 5 years, when Health Studies faculty is excluded from the analyses, 47.4% of hires were female, whereas 52.6% were male. Figure 4 shows the trends in proportions of new-hired by gender excluding Health Studies faculty members. The data shows that there is a positive hiring trend towards equity. Yet when the proportions of women across the time periods were compared, no statistically significant differences were found, which indicates that the faculty of Health Studies greatly contributes to the positive trend identified.

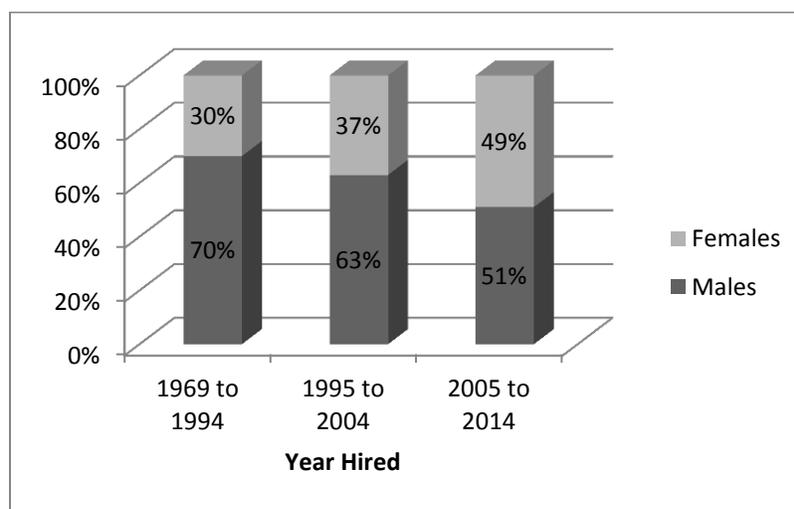


Figure 4. Trends in the proportions of new-hired female and male faculty members excluding Health Studies faculty members.

A summary of applicants and hires for BU positions over the past 5 years is provided in Table 5. Contrasting past SWRC studies, women were hired more often than men. This finding is very positive, as it shows that there may be a trend emerging towards an equitable female representation at the University. Perhaps BU has been able to attract a higher proportion of female applicants, as advised by the SWRC. However, as mentioned earlier, this finding must be examined with caution as the Health Studies faculty may be the main contributor in this trend. When the Health Studies faculty is excluded only 27 women were hired versus 42 males.

Table 5

Number of applicants and hires by faculty and gender (2009 – 2014)

Faculty	No. of Applicants	No. of Women	No. of Men	No. of Unknown Gender	No. Short Listed	Gender of Hired
Arts	327	119	174	34	23F / 20M	9F / 6 M
Education	N/A	N/A	N/A	N/A	N/A	1F / 4 M
Health Studies	185	160	20	5	118F / 20M	34F / 4 M
Library	1	1	0	0	1F	1F
Music	363	112	251	0	11F / 34 M	9F / 15M
Science	826	83	294	449	21F / 55M	7F / 17 M
Student Services	0	0	0	0	0	0
Total No.	1702	475	739	488	174F / 129M	61F / 46M

Note. Only data that was made available was used; data from the Faculty of Education were not made available except for the gender of 5 of the hires in 2010 and 2012; for 9 of the hires in the Faculty of Health Studies only gender of hired was provided; for 7 of the hires in the School of Music only gender of hired was provided; for 2 of the hires in the Faculty of Science only the gender of hired was provided.

Table 6 shows a summary of the success rate of applicants by faculty and gender. These tables show that, in general, males and females share similar success rates with respect to their applications, although females are slightly more successful than males once they are short listed. The success rates of applicants in prior SWRC reviews were similar to these findings. However, in the 2009 SWRC report, short-listed male candidates were more likely to be hired than female candidates (45% versus 31%), and in the 2004 report short-listed females-candidates were more

likely to be hired than male-candidates (48% versus 27%). No statistically significant differences were found in the success rate of applicants by gender.

Table 6

Success rate of applicants by faculty and gender (2009 – 2014)

Faculty	Success Rate of Applicants		Success Rate of Short Listed	
	Female	Male	Female	Male
Arts	5%	3%	39%	30%
Education	N/A	N/A	N/A	N/A
Health Studies	21%	20%	29%	20%
Library	N/A	N/A	N/A	N/A
Music	8%	6%	82%	44%
Science	8%	6%	33%	31%
Student Services	N/A	N/A	N/A	N/A
Average	11%	9%	46%	31%

As discussed in the 2004 SWRC report, if BU is to reach parity in relation to the gender distribution of faculty members, it must hire an equal amount of men and women, if not more men or women depending on the specific faculty. The present study found, although not statistically significantly, that more women are hired permanently full-time than men, and women have greater success rates with their applications in comparison to men. The hiring trends at BU appear to be progressing towards greater gender equity.

However, Data Collection Forms indicated that women made up only 28% of applicants for positions at BU (although likely an under-estimate as roughly the same amount of applicants have an unknown gender) and national statistics indicated that 47% of Doctoral graduates in 2010-2011 were women (CAUT, 2013). As discussed in prior reports, BU needs to explore why it is not attracting a similar proportion of female applicants or why its applicant pool does not reflect the national pool.

2. Highest Degree Attained

Generally, a doctorate degree is required in order for faculty to achieve a high rank and accordingly a high salary at BU. Prior SWRC reviews have shown that women are traditionally

over-represented in the IA, AA, and lower PA ranks, and these ranks do not require a PhD. When considering only the traditional academic ranks (Full Professor, Associate Professor, Assistant Professor, and Lecturer), a chi-square analysis revealed that females were significantly more likely to have a Masters degree as their highest degree when hired compared to males ($X^2(3, N = 162) = 9.52, p = .023$) (see Figure 5).

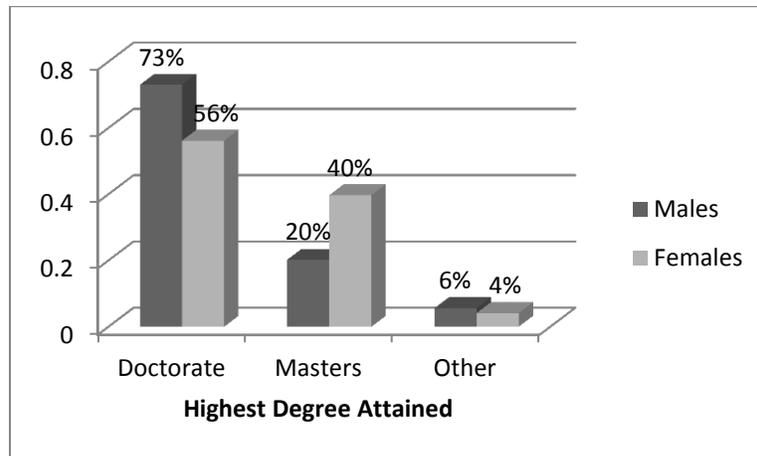


Figure 5. Highest degree attained at hire by gender.

When the faculty of Health Studies is excluded from the analysis, no statistically significant differences in highest degree attained at hire by gender were found ($X^2(3, N = 138) = 1.88, p = .598$). It appears that similar numbers of newly-hired men and women have attained Doctorates and Masters degrees (see Figure 6).

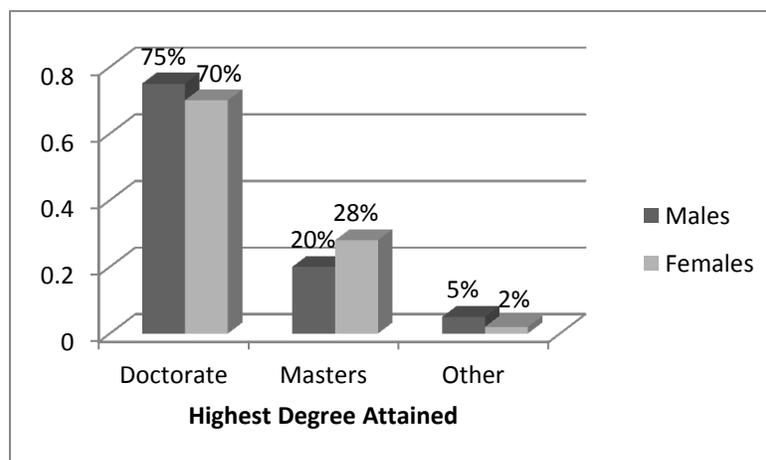


Figure 6. Highest degree attained at hire by gender excluding Health Studies Faculty Members.

3. Starting Rank

54 of the current full-time faculty members have been hired in the last 5 years. In general, of these members, women were hired in the lower ranks more often than men (see Table 7). However, a chi-square analysis was conducted and no statistically significant differences were found in rank at hire by gender.

Table 7

Number of hires at rank by gender of current full-time faculty (2009-2014)

Rank	No. of Males Hired	No. of Females Hired
Professor	0	1
Assoc. Prof.	4	2
Assist. Prof.	13	13
Lecturer	1	0
PAIII	1	0
AAII	0	4
PAI	0	1
IAIII	1	6
IAII	0	5
CISII	1	0
CISI	1	0

Note. Only ranks where there were hires are listed. Starting step not included for privacy concerns and because data incomplete.

Based on the selection committee Data Collection Forms for the last 5 years, men were much more likely to be hired at the Associate Professor rank than women (see Table 8). A chi-square analysis revealed that there were significant differences between men and women hired in the Associate Professor rank and IA II rank ($X^2(7, N = 102) = 32.92, p = <.001$). More specifically, men were significantly more likely to be hired at the Associate Professor rank than women, and women were significantly more likely to be hired at the IA II rank than men. Research on why men are hired at the Associate Professor rank more often than women and why women are hired at the IAII rank more often than women is required. Is it because male

applicants typically have more years of experience and/or a higher degree at hire in comparison to women (SWRC, 2004)?

Table 8

Number of hires at rank by gender from selection committee forms (2009 – 2014)

Rank	No. Females Hired	No. Males Hired
Assoc. Prof.	1	9
Asst. Prof.	24	28
Lecturer	2	2
AAI	4	0
PAI	1	0
IAIII	10	1
IAII	12	0
IAI	7	1

Note. Only the ranks where there were hires are listed; missing data on 16 hires. This data includes faculty members who may no longer be employed at BU, such as sessional faculty members.

4. Starting Salary

On average, over the last 10 years the average starting salary of male faculty who began employment at BU is \$65,585.81 (SD = \$23,852.79), whereas the average starting salary for female is \$60,749.31 (SD = \$16,329.03). A t-test was performed to examine if there was a significant difference in starting salary by gender, and the difference was not found to be significant. This finding contrasts pasts SWRC studies that found starting salary discrepancies, indicating that BU is displaying greater gender equity with respect to starting salaries.

A hierarchical linear regression analysis was performed to examine factors that predict starting salary. The analysis was conducted so that starting year, starting salary scale, and starting step* were entered on Step 1, and gender was entered on Step 2, after each variable alone was examined for their influence on starting salary. The variables were entered in this way to control for variables which should influence salary, and then to explore if gender could account for any additional variance. Table 9 is a summary of the findings.

The analysis revealed that all of the variables entered in Step 1 did account for significant amounts of variance in starting salary. Gender, in Step 2, did not account for a significant

proportion of variance. In short, once starting year, starting salary scale, and starting step were controlled for, there was no difference found in starting salary by gender.

Table 9

Hierarchical regression predicting starting salary

		R^2	B	R^2_{change}	F	p
Step 1	Starting Year	.83	.43	.84	129.83	<.001
	Starting Salary Scale		-.75			<.001
	Starting Step		.39			<.001
Step 2	Starting Year	.83	.45	<.01	76.25	<.001
	Starting Salary Scale		-.72			<.001
	Starting Step		.40			<.001
	Gender		-.01			.843

In the 2004 SWRC report, gender was shown to statistically and significantly account for variance in starting salary, but starting step was not a variable included in the analysis. The committee proposed that perhaps men are starting at higher steps within their ranks than women, or that men have more years of experience at the time of their BU application. Importantly, in comparison to the 2004 SWRC report, starting step was included in the analysis and was shown to account for a statistically significant amount of variance in starting salary while gender was not shown to account for a significant variance in starting salary. .

5. Promotions

On average, men have been granted their first promotion after 4.81 years ($SD = 2.73$), while women have been granted their first after 5.90 years ($SD = 3.69$). Although there is a slight difference in the average number of years by gender, a t-test was performed and the difference was not found to be significant. However, a significant difference by gender was identified in the number of years between first and second promotions by gender; on average, women were shown to have fewer years of service than men between their first and second promotions (women: 5 years, $SD = 1.93$; men: 7.79 years, $SD = 3.44$; $t(25) = 2.140$, $p = .042$). This finding in favour of women was shown in the past reviews as well. Perhaps men are more

likely being promoted to full professor for their second promotion in comparison to women who are more likely being promoted to associate professor for their second promotion which typically requires a longer period of time.

A summary of the Promotion Data Collection Forms is presented in Table 10 and it shows that male and female faculty members at BU share similar rates success following promotion application. No significant differences between the genders regarding promotion applications were found, which is consistent with prior SWRC reviews. Furthermore, in comparison to the 2009 review, the success rates for the past 5 years were higher for both genders (in 2009 review, female success rate = 81% and male = 78%).

Table 10

Success rate of promotion applications by gender (2009-2014)

Gender	Applied	Granted	Appealed		Denied	Total Success Rate
			Approved	Denied		
Female	21	18	1	0	2	90.5%
Male	20	17	0	0	3	85.0%

Previous SWRC studies found that female faculty at BU typically take longer to apply for their first promotion in comparison to their male counterparts, or are not actively pursuing promotion. In order to determine if this still is the case at BU, a chi-square analysis was conducted on all eligible faculty* who have not yet applied for and/ or received a promotion. The results showed no significant difference between the genders. Importantly, this finding suggests that, on average, women are now applying for their first promotion within a similar amount of time as men, and/ or are actively pursuing promotions similar to men.

In addition, eligible faculty who have not yet applied for a second promotion were examined as well. The results showed that there were no significant differences by gender.

*Eligible faculty does not refer to AAs and IAs because their change in status is considered a “reclassification”. Also, this data also excludes Full Professors and faculty members on term or continued appointments because they cannot receive promotions.

Is There A Trend Towards Equality in Rank and Salary?

With regard to cases of inequality or a positive trend towards equality at BU, the results showed that:

1. More women have been hired than men over the last 5 years (60% women versus 40% men). However, when Health Studies is excluded, more men have been hired than women (53% men versus 47% women).
2. Significantly, more newly-hired women had Masters degrees as their highest degree than men among the traditional ranks academic ranks (40% women versus 20% men). However, when Health Studies faculty members were excluded from the analysis, this difference was no longer statistically significant (28% women versus 20% men).
3. Over the last 5 years, significantly more women have been hired in the lower academic ranks than men and significantly more men have been hired in the higher academic ranks. Accordingly, men are more represented in the highest salary scale and women are significantly more represented in the lowest salary scales.
4. On average, male faculty members had a slightly higher starting salary than female faculty members. However, when starting year, starting salary scale, and starting step were accounted for, there was no difference found in starting salary by gender.
5. On average, men were granted their first promotions in fewer years of service than women, although the difference was not statistically significant. Women were shown to have fewer years of service than men in between their first and second promotions. Furthermore, success rates for promotion applications were roughly similar for men and women. In addition, no difference was found in faculty members who have not yet applied for and/ or received a promotion by gender, which contrasts past studies which found women were not as actively pursuing promotions in comparison to men.

Over the last 5 years the positive trend towards equity at BU has been continuing. To illustrate, more women are being hired, the gender gap in starting salary has decreased, and men and women now share similar promotion histories. However, as noted in previous reviews, BU needs to consider ways it could be particularly appealing to potential female applicants, and research is needed to determine reasons why men have been hired at higher ranks than women.

In addition, the statistics show that Health Studies is a fairly large faculty, with a predominance of females, of which a large number of these are hired as Instructional Associates.

Predicting Salary

A linear hierarchical regression analysis was performed to examine factors that could predict current salary, and to explore whether salary still differed significantly by gender when other variables were accounted for. In predicting salary, the analysis was conducted so that years of service, salary scale, and number of promotions were entered in Step 1, and gender was entered in Step 2, after each variable alone was examined for their impact on salary (see Table 11). The variables were entered in this way to control for variables which should influence salary, and then to examine if gender could account for any additional variance in the salaries. The regression analysis revealed that, in Step 1, years of service, salary scale, and number of promotions accounted for a significant amount of variance in salary, and, in Step 2, gender did not. In short, the results showed that after years of service, salary scale, and number of promotions were accounted for, there was not a significant difference in salary by gender.

Table 11

Hierarchical regression predicting current salary

		R^2	B	R^2_{change}	F	p
Step 1	Years of Service	.89	-.43	.90	292.75	<.001
	Salary Scale		-.76			<.001
	No. of Promotions		-.09			.033
Step 2	Years of Service	.89	-.43	<.01	217.54	<.001
	Salary Scale		-.76			<.001
	No. of Promotions		-.09			.038
	Gender		-.01			.805

Other Questions of Equity for Faculty Members

Type of Appointment

Differences in men and women, including both full- and part-time, with respect to their type of appointment were evident. A smaller percentage of female faculty members hold tenured

positions as compared with male faculty members (48% of females versus 73% of males). Moreover, a greater percentage of female faculty members hold continuing positions than male (27% of females versus 10% of males). A chi-square analysis revealed that these differences in type of appointment by gender were significant ($X^2(4, N = 236) = 32.92, p = .001$). A visual representation of type of appointment by gender is shown in Figure 7.

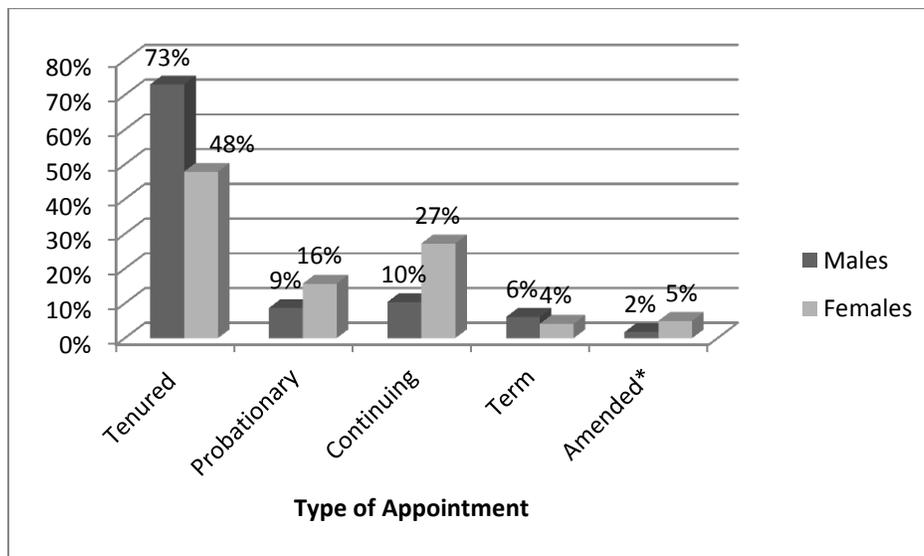


Figure 7. Type of appointment by gender.

*Amended appointments include reduced regular appointments, reduced teaching appointments, full-time teaching appointments, and full-time research appointments (Collective Agreement, April 2011 – March 2015).

When the faculty of Health Studies is excluded, these differences in type of appointment by gender were no longer statistically significant ($X^2(4, N = 194) = 6.92, p = .140$). For comparison, there were still fewer women in tenured positions compared to men, although the difference was not as great in comparison to when Health Studies faculty members were included (59% of females versus 73% of males) (see Figure 8). Furthermore, the difference by gender in continuing positions almost disappeared (14% of females versus 10% of males). It appears many females in Health Studies are not tenured and are in IA positions. Therefore, it is not unusual that their highest degree attained is a Masters degree or less.

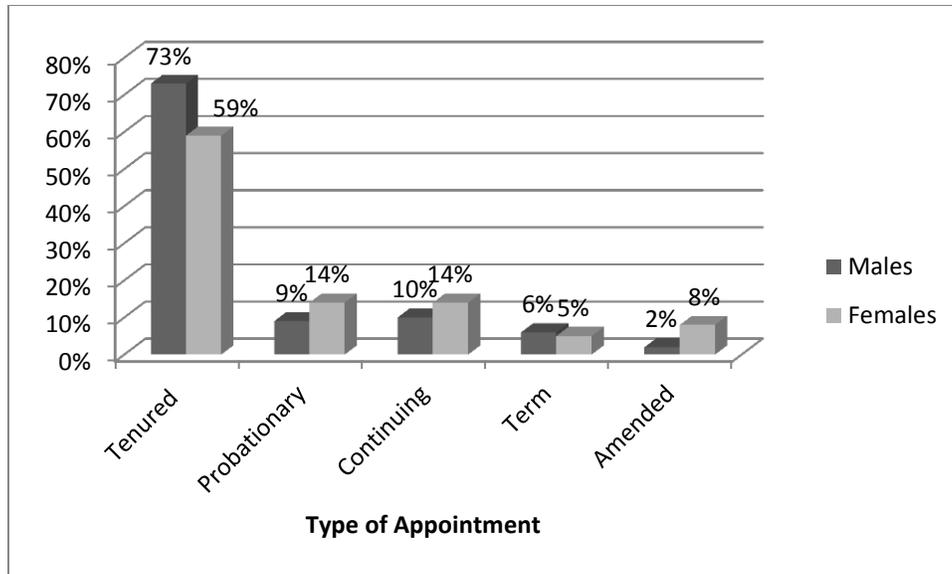


Figure 8. Type of appointment by gender excluding Health Studies faculty members.

In addition, as shown in Figure 9, female faculty members are less likely to hold tenured positions in comparison to male (41% of females versus 59% of males) and more likely to hold continuing positions than male (73% of females versus 27% of males). A chi-square analysis revealed that these differences are significant ($X^2(4, N = 236) = 19.55, p = .001$).

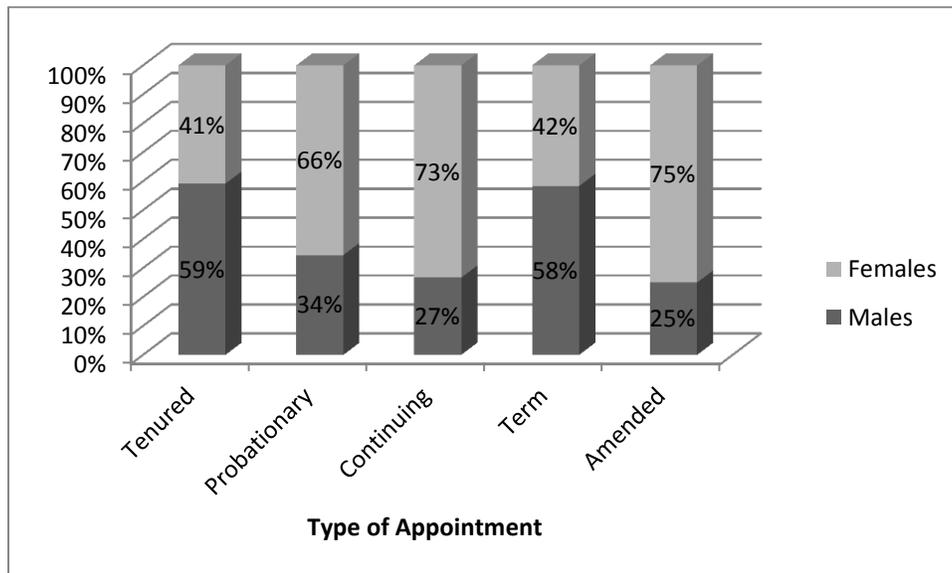


Figure 9. Proportion of male and female faculty in appointment type.

Note. There were only 8 faculty members with amended appointments.

When Health Studies faculty members are excluded, these differences are no longer statistically significant (see Figure 10) ($X^2(4, N = 194) = 6.92, p = .140$). The percentage of tenured positions held by females (36%) is still less than that of males (59%), however, 48% of continuing positions are held by females versus 52% by males. It appears that a large number of members in Health Studies are in the IA rank.

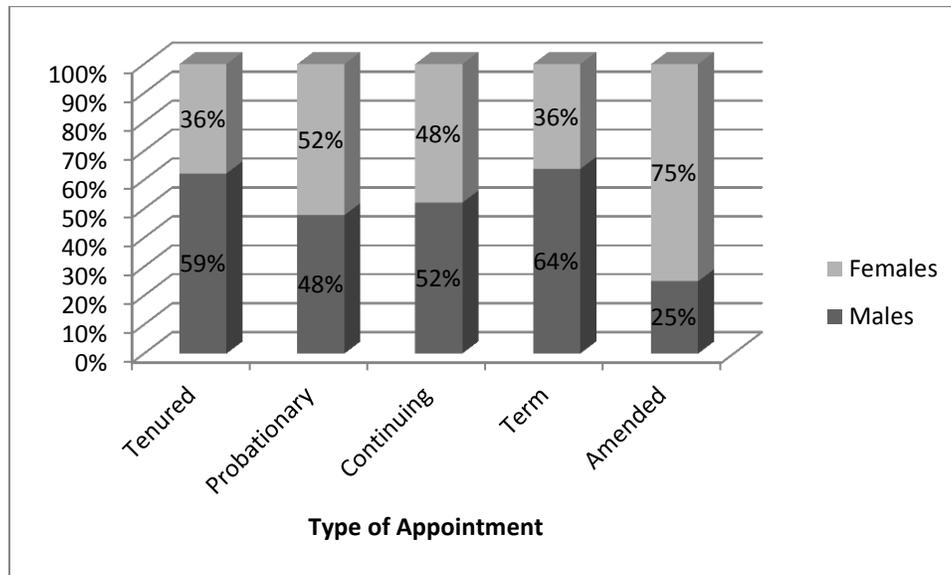


Figure 10. Proportion of male and female faculty in appointment type excluding Health Studies faculty members.

Note. There were only 8 faculty members with amended appointments.

For comparison, the national statistics indicated that 32.9% of tenured positions were held by women, 44.8 % of tenure track/ probationary positions were held by women, and 47.2% of other types of positions were held by women (CAUT, 2013). When the present statistics are compared to these national statistics, it appears BU is doing quite well in relation to the proportion of women in tenured positions. However, the proportion of women in tenure track/ probationary positions at BU is less than the national statistic.

Success in Achieving Tenure

A summary of tenure applications over the last 5 years is provided in Table 12. No statistically significant difference was found between female and male faculty members in relation to their success rate with tenure applications. This finding is similar to those of past SWRC studies.

Table 12

Success rate of tenure applications by gender (2009-2014)

Gender	Applied	Granted	Denied	Total Success Rate
Female	24	22	2	91.67%
Male	15	15	0	100%

Years Before Tenure

The results showed that male faculty members have worked at BU for an average of 4.55 years before granted tenure ($SD = 3.24$), and female faculty members have worked at BU for an average of 5.69 years before granted tenure ($SD = 3.51$). A statistically significant difference was not identified in the average amount of years worked before granted tenure by gender.

The averages and standard deviations of the years before granted tenure appear high, even though starting years of employment were adjusted so that time spent in term positions before given permanent positions were not included, and breaks in employment were accounted for when members had two different hire dates, as done in BUFA seniority lists. However, some faculty members were in other positions before their current, tenured positions, which may skew the data. Consequently, 6 faculty members were excluded from the analysis because they were outliers* based on their years of service before tenure. The final sample of faculty members indicated that male faculty members have worked at BU for an average of 4.21 years before granted tenure ($SD = 2.37$), and female faculty members have worked at BU for an average of 4.91 years before granted tenure ($SD = 3.51$). No statistically significant difference was found in years of service before granted tenure by gender.

Moreover, no statistically significant difference was found in eligible faculty** who have not received tenure by gender when controlling for years of service. In other words, no

differences were found in the proportion of men and women who have not yet been granted tenure.

*Outliers included values greater than three standard deviations above the mean.

**These include Full Professors, Associate Professors, Assistant Professors, PA's IV, III, and II.

Sabbaticals

The present study found no statistically significant difference by gender in the number of sabbaticals, including both full and half sabbaticals, taken by gender. On average, female and male faculty members hired 0-10 years ago have taken 1.08 (SD = .28) and 1.08 (SD = .29) sabbatical leaves, female and male faculty members hired 11-20 years ago have taken 1.84 (SD = .80) and 1.84 (SD = .47), and female and male faculty members hired more than 20 years ago have taken 2.64 (SD = 1.63) and 3.54 (SD = 2.36).

In order to determine if, once tenured, there is a difference between men and women in waiting time to attain sabbaticals, a t-test was performed. No statistically significant differences were found, which is consistent with the 2009 study. Once granted tenure, women waited an average of 3.00 years (SD = 2.33) before taking a sabbatical leave and men an average of 3.83 years (SD = 4.74). The standard deviations appear high, so 3 faculty members were excluded for the analysis because they were outliers based on the years before their first sabbatical after attaining tenure. The final sample of faculty members indicated that once granted tenure, women waited an average of 3.00 years (SD = 2.33) before taking a sabbatical leave and men an average of 3.44 years (SD = 2.60).

Table 13 shows that roughly equal numbers of men and women have applied for and were granted sabbaticals. This finding is consistent with past SWRC reports.

Table 13

Success rate of sabbatical applications by gender (2009-2014)

Gender	Applied	Granted	Denied	Total Success Rate
Female	52	51	1	98.1%
Male	51	49	2	96.1%

Other Leaves

The data, including full-and part-time members, showed that women have taken more maternity/ parental leaves and leaves without pay (LWOP)/ breaks in employment in comparison to men (see Table 14). Furthermore, men were shown to take more special/ administration leaves in comparison to women.

Table 14

Number of other leaves by gender

	Female	Male
Maternity/ Parental Leave	13	1
LWOP / Break in Employment*	12	6
Special/ Admin Leave	4	9

Table 15 shows a summary of the Special Leave Collection Forms over the past five years. The data indicated that men and women had similar success with regard to these applications.

Table 15

Success rate of special leave applications by gender (2009-2014)

Gender	Applied	Granted	Denied	Total Success Rate
Female	4	4	0	100%
Male	2	2	0	100%

Termination

Since June 30, 2009, there were 99 faculty members whom terminated their employment at BU (47.5% males; 52.5% females). Reasons for termination included term end, resignation, retirement, and redundant position. Importantly, a chi-square analysis was conducted and no significant differences were found between men and women in their reasons for termination. In comparison to the 2004 SWRC report (2009 report did not provide these details), there was less termination due to term end, a fairly equal amount of termination due to resignation, and more termination due to retirement and redundant position (Table 16).

Table 16

Reasons for termination

	2014	2004
Term End	24.2%	48%
Resignation	30.3%	34%
Retirement*	35.4%	18%
Redundant Position	10.1%	0%

BURC Grants

Over the last five years, as Table 17 shows, 97 BURC grants have been awarded to BU faculty members. Male and female faculty members have been awarded similar grant values (males received 52% of the grants and females 48%). On average, males received \$3626.13 (SD = \$1,645.43; \$750 – 7,500) and females received \$3,682.97 (SD = \$1,910.95; \$350-7,500). No significant gender effects on the number and value of grants awarded were found. Therefore, similar to previous reports, there is indication of gender equity in relation to BURC grants. In comparison to the 2009 SWRC report there were 45 fewer BURC grants awarded in 2009-2014 than 2004-2009. However, the value BURC grants awarded have been greater in the past five years (average for 2004-2009 males = \$2,945; average for 2004-2009 females = \$3,076). The total value of grants awarded was \$354,406.22, with \$173,099.59 for females and \$181,306.63 for males.

Table 17

Number of BURC grants by year and gender

Year	No. of Males	No. of Females	Total No.
2009 – 2010	7	11	18
2010 – 2011	11	13	24
2011 – 2012	7	7	14
2012 – 2013	15	7	22
2013 - 2014	10	9	19
Total:	50	47	97

Table 18 is a summary of BURC grant applications over the last five years. The average success rate of BURC grant applications for male and female faculty members was fairly equivalent. No statistically significant differences were found.

Table 18

Success rate of BURC grant applications by gender (2009 – 2014)

Gender	Applied	Granted	Appealed	Total Success Rate
Female	57	42	0	74%
Male	67	47	1	70%

Overload

In general, over the last 5 years, roughly equal numbers of men and women at BU had teaching overloads. The percentages of male and female faculty members with overload over the last five years are provided in Figure 11. On average, 29.6% of male faculty had an overload in the last 5 years, and 30.4% of female faculty had an overload. This is lower than in the 2009 SWRC report, which reported a 47.8% average for males and a 39.6% average for females. Furthermore, the 2009 review showed that men were more likely to have an overload in comparison to women, whereas the current data indicates that men and women are similar with respect to overload.

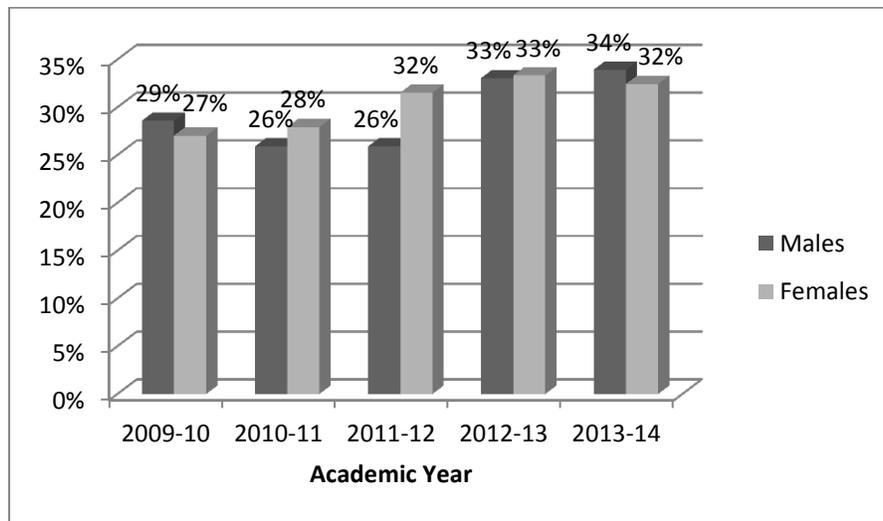


Figure 11. Percentage of male and female faculty with overload.

Of those faculty teaching an overload in the last 5 years the average overload credit hours for female faculty members has been 3.77 (SD = 2.09), and for male faculty members 3.20 (SD = 2.90). No significant differences in the average overload by gender were found. In comparison to the 2009 SWRC report, the average has decreased for both men and women (2009: 4.74 for females 4.66 for males). The average number of overload credit hours by gender for each of the last 5 years is presented in Table 19.

Table 19

Average overload credit hours

	Academic Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Women	3.28	4.17	4.55	3.28	3.47
Men	4.22	4.11	4.51	3.45	3.65

Section II: Survey

Method

Procedure

An electronic survey was developed by the SWRC to assess multiple domains related to equality at BU, including the working, research, and teaching environments, goals, unique challenges, overall satisfaction, and future ideas for the SWRC (see Appendix A for survey). Information about the survey and a link to the survey was emailed to 140 female BUFA members, on and off campus. Participation was voluntary, and anonymity and confidentiality were assured. The survey was available for the members to complete from the beginning of February to the beginning of May, 2014. The survey examined equality from a more personal approach, in comparison to the statistics in Section One of this report, in order to gain a more complete understanding of women's experiences at BU.

Participants

Of the 115 female faculty at BU, a total of 61 participated in the present study. Therefore, the overall response rate was 53%.

Measures

Participants were provided an online survey developed by the SWRC, which consisted of both quantitative and qualitative questions regarding female's perceptions of particular domains related to their employment at BU. The domains that the survey was designed to assess were positive and negative factors related to the working, research, and teaching environments, professional and educational goals, unique challenges, overall satisfaction at BU, and ways the SWRC might be additionally useful and/ or supportive of one's employment.

To assess participants' perceptions of what factors are positive and negative in relation to the *working, research, and teaching environments at BU*, participants used a 3-point gradient to rate the importance of certain factors in benefitting the environment and in negatively affecting the environment, where (1) = very important and (3) = not important for each type of environment. The helpful factors participants rated included *Chair and Dean, mentors/ colleagues, salary, training opportunities, and professional development funds*. The difficult factors participants rated consisted of *Chair and Dean, mentors/ colleagues, salary, training*

opportunities, professional development funds, and demands of the job. In addition, participants had an opportunity to include additional comments.

Next, professional and educational goals were assessed by participants indicating on a 3-point gradient the importance of certain goals for them, where (1) = very important and (3) = not important. Based on previous surveys, the goals participants rated were to *establish and maintain a credible research program, publish more papers, further develop my teaching skills, create and update courses and programs, pursue further education/ training, and acquire promotion and/ or tenure.* Participants also had an opportunity to provide additional comments.

Participants' *unique challenges* were also explored by the survey, by means of an open-ended question.

Moreover, participants indicated on a 5-point gradient their *overall satisfaction at BU*, where (1) = very satisfied and (5) = very unsatisfied.

Finally, there was an open-ended question about *ways the SWRC might be additionally useful and/or supportive of one's employment at BU.*

Results

Working Environment

Participants rated that professional development (PD) funds were the most helpful in the working environment, followed by mentors/ colleagues, Chair and Dean, salary, and training opportunities (see Table 20). Other helpful factors participants discussed in the additional comments were good student relationships, high quality student candidates, external mentors/ colleagues, autonomy, Human Resources, and Vice-President Academic and Research.

Table 20

Helpful factors in the working environment, from most important to least important

Factor	Mean	Standard Deviation
1. PD Funds	1.39	.59
2. Mentors/ Colleagues	1.56	.77
3. Chair and Dean	1.63	.74
4. Salary	1.86	.68
5. Training Opportunities	2.02	.81

Negative factors impacting the working environment, from most strongly to least, were the demands of the job and lack of PD funds, followed by the Chair and Dean and mentors/colleagues, training opportunities, and lack of salary (see Table 21).

Table 21

Difficult factors in the working environment, from most difficult to least difficult

Factor	Mean	Standard Deviation
1. Demands of the Job	1.64	.75
1. Lack of PD Funds	1.64	.75
2. Chair and Dean	1.80	.75
3. Mentors/ Colleagues	1.80	.78
4. Training Opportunities	2.34	.76
5. Salary	2.39	.74

Participants provided additional comments about difficult factors affecting their working environment, and often gave related suggestions for improving the working environment, which were conceptualized into major themes. First, participants frequently expressed that the demands of the workload at BU are too great. Participants described that while they expect a heavy workload as university teachers, they perceive current workload as unreasonable. More specifically, participants explained that the workload was not consistent with the collective agreement, that they typically worked 12-15 hours a day and/or on weekends, that the workload was too inflexible, and that they need more preparation time once given the workload. In addition, many participants perceived inequalities in the workload among the members in their faculty. Participants also expressed their frustration with the university, as they perceived that the university has been unwilling to address these persistent workload problems. Faculty members suggested that to improve this issue, the teaching load should be reduced, more faculty members should be hired, and that there should be workload equality among faculty members.

Another prevalent theme throughout the additional comments was a perceived lack of respect, communication, support, and teamwork amongst colleagues. Participants frequently explained that they feel completely isolated at BU. Further, participants specifically noted that

support from senior faculty for young female faculty was lacking. Suggestions for improving the working environment related to these issues were to deal with collegial relationship issues directly and relationship building opportunities.

Next, participants frequently described negative relations with the administration, union, and institution as a whole. Participants indicated that they felt a lack of support and respect from, and communication with the administration and with the union. For instance, participants often discussed that they believe that the union is working against their interests, instead of with them. Furthermore, multiple participants noted that the university needs to be restructured. For example, one participant stated “we need to realign our perspectives to be driven by the mandate, purpose, form and function, and the ideals of the university rather than the budget and collective agreements”.

In addition, participants often discussed their disappointment in the lack of PD funds, training opportunities, and resources at BU. More specifically, many participants gave examples of resources, workshops, and supports that they would like to see provided in the BU community (e.g., formal mentorship programs, support for workload/life balance and teaching/research balance, motivational speakers, wellness support, “‘lunch and learns’ about research and pedagogy, writing retreats”, support for promotion and tenure applications, more supports for minority groups, better online teaching resources and assistance with such resources, leadership training, and conflict resolution training). A few participants suggested that there should be mandatory professional development for people in positions of authority, as it would enhance such people’s skills and assist them in successfully executing their duties. As a side note, multiple participants discussed that such workshops/groups should not be held during scheduled teaching times and around dinner times (because of family responsibilities).

Another issue identified in the work environment was a lack of graduate students. In addition, participants mentioned that the current BUFA negotiated salary is not competitive enough with marketplace salaries.

Finally, additional suggestions included providing a more thorough orientation to the university community, changing the IA positions to an alternative classification to accurately reflect the position, and requiring that the minimum membership of a department should be four members, instead of three. In addition, one participant suggested that perhaps it would be

beneficial for departments to organize meetings at the start of semesters to identify faculty members who could sub in order to cover classes in cases of illness or emergency.

Research Environment

Participants indicated that the most beneficial factors associated with the research environment were PD funds, followed by salary, mentors/ colleagues, Chair and Dean, and then training opportunities (see Table 22). Participants made additional comments that external resources, such as external mentors / colleagues and programs, were also beneficial.

Table 22

Helpful factors in the research environment, from most important to least important

Factor	Mean	Standard Deviation
1. PD Funds	1.62	.75
2. Salary	1.72	.78
3. Mentors/ Colleagues	1.90	.85
4. Chair and Dean	2.04	.81
5. Training Opportunities	2.26	.83

The results showed that the most difficult factors related to the research environment were, from most strongly to least, the demands of the job, insufficient salary, Chair and Dean and lack of PD funds, training opportunities, and mentors/ colleagues (see Table 23).

Table 23

Difficult factors in the research environment, from most difficult to least difficult

Factor	Mean	Standard Deviation
1. Demands of the Job	1.72	.87
2. Salary	1.96	.82
3. Chair and Dean	2.21	.77
3. Lack of PD Funds	2.21	.77
4. Training Opportunities	2.25	.81
5. Mentors/ Colleagues	2.33	.79

Participants provided additional comments about difficult factors in the research environment. The workload was frequently discussed. Participants explained that teaching responsibilities and services responsibilities make it extremely difficult to conduct research. Many participants discussed that teaching load reduction and workload equality need to be implemented. Furthermore, some participants suggested that BU should have “teaching reduction for research-focused professors” and/or “teaching only” and “research only” contracts. In addition, more professional development days were suggested (the respondent was likely referring to Professional Associate positions).

Participants also often discussed that there is a lack of support for research from the BU community, including colleagues, senior faculty, Dean, Chair, administration, and/or the research office. Also, the lack of funds was discussed as a negative factor. For example, one participant noted “I am expected to do research as part of my job, but on the other hand I am punished financially for it”. Perhaps members may be using personal funds, for example, for their research and to attend conferences, because PD funds are insufficient. Furthermore, participants explained that faculty at BU did not understand their research, which is concerning for them regarding promotion and tenure. Suggestions for improving the environment included more funds, workshops, and mentorship.

Finally, geographical isolation was also mentioned as a negative influential factor on the environment. Related to this issue, some participants discussed that their funds did not assist them for required travel expenses.

Teaching Environment

Factors rated as most important in helping the teaching environment were, from most important to least, mentors/ colleagues, Chair and Dean, training opportunities, PD funds, and salary (see Table 24). Other additional factors participants indicated were on-campus teaching enhancement days and “great relationships with amazing students”.

Table 24

Helpful factors in the teaching environment, from most important to least important

Factor	Mean	Standard Deviation
1. Mentors/ Colleagues	1.90	.85
2. Chair and Dean	2.02	.74
3. Training Opportunities	2.25	.79
4. PD funds	2.27	.81
5. Salary	2.36	.63

Difficult factors in the teaching environment, from most difficult to least, were the demands of the job, followed by mentors/ colleagues, Chair and Dean, training opportunities, lack of PD funds, and lack of salary (see Table 25).

Table 25

Difficult factors in the teaching environment, from most difficult to least difficult

Factor	Mean	Standard Deviation
1. Demands of the Job	1.96	.87
2. Mentors/ Colleagues	2.07	.88
3. Chair and Dean	2.20	.73
4. Training Opportunities	2.52	.76
4. Lack of PD Funds	2.52	.76
5. Salary	2.53	.66

Participants' additional comments often focused on their teaching loads, describing them as too demanding and not allowing time for research and services. Comments also suggested that some Deans are aware of the demanding teaching load and want it reduced as well, but they cannot guarantee it because of the lack of faculty members. Furthermore, participants explained that because some faculty members do not contribute to their department, others are forced to have an excessive load. For example, one participant stated "I am tired of carrying the teaching load for my unit". Faculty members often expressed that they felt "underpaid and undervalued". Suggestions for improving these issues were to reduce the teaching loads, to increase the

flexibility in the teaching schedule, to ensure teaching load equality across faculty members, to acknowledge that some classes are much larger and/or require more assignments and therefore require more of a time commitment from teachers in comparison to some classes. Other suggestions included more support from colleagues and the Dean, and a “reward system that offers compensation and benefits for productivity”.

In addition, it is clear from participants’ comments that there is a need for further teaching supports. Some participants suggested that there should be more teaching workshops and extra funds to allow them to attend university teaching conferences, and that BU should hire educators and/or train colleagues in education. Furthermore, a participant noted that specific advice about teaching BU students would help (based on what is taught typically in high schools around the Brandon area).

Another issue identified was that members’ research interests were not similar to what they have been teaching.

Finally, participants’ additional suggestions for improving the teaching environment were to update the physical environment, improve online resources (e.g., Moodle) and have continuous discussions about online resources, support field trips, and keep staff offices open during lunch so that there is continuous support available. Furthermore, some faculty members explained that teaching should be given greater consideration for promotion and tenure.

Professional and Educational Goals

The goal that participants rated as being most important was the goal to create and update courses and programs, followed by establish and maintain a credible research program, publish more papers, further develop teaching skills, acquire promotion/ tenure, and pursue further education/ professional training (see Table 26).

Table 26

Professional and educational goals, from most important to least important

Goals	Mean	Standard Deviation
1. Create and Update Courses	1.33	.58
2. Establish and Maintain Research Program	1.35	.63
3. Publish More Papers	1.51	.67
4. Develop Teaching Skills	1.58	.70
5. Acquire Promotion/ Tenure	1.69	.84
6. Pursue Further Education	1.90	.82

Other goals identified were to positively influence the local community, increase the profile of the programs at BU, “create a work environment that is friendly to all women, not just traditional academic women”, “maintain and build clinical skills”, “greater collaboration in research outside university; greater collaboration in teaching within the university”, “time to connect with colleagues and mentors”, “more research specific education; build a research community”, and to graduate knowledgeable and well prepared students.

Unique Challenges

The unique challenges that participants identified in the survey were conceptualized into two major themes:

- 1) Stressful working conditions
- 2) Balancing work and family responsibilities

The factors that participants frequently identified as creating stressful working conditions were their colleagues, the administration, and the union at BU, and many participants, consequently, reported “feeling quite discouraged and beaten up emotionally”. Many participants expressed that “the whole of BU is stressed and not functioning in a healthy way”. For instance, “it has taken my 10 years to be recognized by my colleagues in my department as a valuable faculty member”, “administrators would like to view Brandon University as a research institution while still requiring that faculty carry a work load of a teaching university”, and “the union is acting in destructive ways”. In addition, the stress associated with the unequal workload

among faculty members was discussed. Furthermore, participants often reported feeling extremely isolated, and even more so if they were a member of another minority group. Some participants even noted that they are too isolated to assess if their situation is unique. Interestingly, one participant explained that 15 years ago the whole BU community worked as a team quite well, but since then communication, support, and respect have decreased.

In addition, participants' comments indicated that some students view faculty members basically as "surrogate parents" and it was described as being "emotionally draining".

Another challenge identified in the comments, related to the demanding workload, was being a "die-hard workaholic" and feeling guilty unless one works "every waking hour of every day". Interestingly, a participant noted that "[t]he privilege of being a professor is that we can put in as much (or as little) time as we wish".

As mentioned, the other prominent theme was centered around meeting the needs of the family while meeting the demands of the job. Multiple participants noted that the work environment at BU is not very accommodating for parents. More specifically, the lack of flexibility at BU was identified as an issue. Furthermore, a participant noted that "I don't believe that we should pretend we do not have family responsibilities in order to be perceived as credible academic". In addition, some participants expanded on this theme and compared themselves to men; for example, "[c]ompared to male colleagues, women often have other family obligations that limit (even just amount of time) our ability to do things". These comments suggest that the system disadvantages women who have family responsibilities.

Overall Satisfaction at Brandon University

On a 5-point gradient from (1) very satisfied to (5) very unsatisfied, on average, participants rated their overall satisfaction at BU as neutral ($M = 2.42$; $SD = 1.94$).

Correlational Analyses

Correlational analyses were performed in order to examine if there were any relationships between factors associated with the working, research, and teaching environment and overall satisfaction at BU. The results showed that in the working environment, the more participants perceived mentors/ colleagues as important helpful factors, the more likely they reported decreased satisfaction at BU ($r = -.30^*$), and those that perceived mentors/ colleagues as an

important difficult factors were also more likely to be dissatisfied at BU ($r = .47^{**}$), respectively. In short, the greater participants' perceived mentors/ colleagues as important, the less satisfied at BU they were. Perhaps participants feel that mentors were needed but were not available at BU.

The results also showed that in the teaching environment, the more participants perceived PD funds as important helpful factors, the less satisfied they were at BU ($r = -.39^*$), respectively. This may indicate that participants feel more PD funds are required to assist them in successfully executing their duties.

$*p < .05$. $**p < .01$.

Recommendations from Respondents for the SWRC

Participants provided many suggestions for ways the SWRC might be additionally useful and/or supportive of their employment at BU. First, a prominent theme in their comments was equity in the workplace. They discussed that they want to ensure that qualifications/degrees are reflected in positions and salaries.

Furthermore, participants frequently described that the SWRC should continue to offer and increase the number of workshops, support, and resources, and to broaden the themes and topics covered (e.g., tenure and promotion workshops, teaching skills development, "what's reasonable in terms of time commitment" by job position, "motivational speakers for workplace coaching", events and support at the Winnipeg Campus, research support, formal mentorship program), regardless of gender. Participants also requested further information on the continuing status process, what to include in files (likely for tenure and promotion), onsite daycares, and maternity and parental leaves. As a side note, multiple participants discussed that such workshops/groups should not be held during teaching and around dinner times (because of family responsibilities). A few participants noted that having such workshops during the spring and/ or summer months would work well for them.

In addition, some participants indicated that the committee should "get stronger about poor working conditions". Participants suggested that the committee should "poll female faculty members to find out what changes to the CA might be valuable and to present these ideas to the BUFA Executive when the call goes out for items to be considered (e.g., care time for kids without having to call in with a personal sick day)". Other suggestions were that the committee should "be part of the discussion to acknowledge that people have lives outside of the

institution” and “establish written guidelines for consistent, objective expectations of research activity for all members of the University”.

Finally, many participants discussed that the inequalities between males and females in academia are not as formal presently as they once were; instead they are more informal.

Discussion

The purpose of this survey was to examine women’s experiences at BU from a more personal approach in order to gain a greater understanding of their experiences at BU. It allowed for the identification of informal inequalities and it raised awareness about barriers women face at BU.

In summary, the descriptive statistics showed that, in general, professional development funds, mentors/colleagues, salary, and the Chair and Dean were important, helpful factors in the environment at BU. Furthermore, participants provided other additional helpful factors including, most notably, external mentors/ colleagues and students. In addition, participants rated, in general, that demands of the job, lack of professional development funds, mentors/ colleagues, and salary were difficult factors in the environment at BU.

Participants’ additional comments about difficult factors in the working, research, and teaching environments at BU and suggestions for improving these environments were conceptualized into major themes. These themes were consistent across each environment and included, most notably, a demanding workload, negative collegial relations, lack of sufficient resources, and negative relations with the administration and union. It is clear that major changes are required at BU to enhance these environments. This is evident by many concerning comments such as “my years at BU have taken away my love of teaching and research”. Importantly, the general well-being of faculty members was suggested to be at risk. Moreover, it appears that there were similar issues identified in the SWRC study in 2009 and the current results suggest that such issues have gotten worse (e.g., demanding workload, negative collegial relations). Therefore, it is important that they are addressed, because the results have shown that that they are not improving or disappearing on their own.

The goals that participants rated as most important were to create and update courses, and to establish and maintain a credible research program. Unique challenges participants often discussed were related to stressful working conditions and balancing demands of the job and

family responsibilities. Overall satisfaction at BU was shown to be neutral. Furthermore, correlational analyses revealed that the more participants perceived mentors/ colleagues and professional development funds as important, the less reported satisfaction at BU there was. These findings were also supported by participants' additional comments.

In general, many participants' comments suggest that BU may need to be reminded of its mission. Related to such comments, researchers of higher education have discussed the need for universities to stop emphasizing productivity, because such an emphasis creates stressful working environments and actually, ironically, undermines performance (Acker et al., 2012). According to the Self-Determination Theory, focusing on productivity decreases motivation from within, which negatively impacts important workplace factors such as creativity and engagement (Deci, 1975; Deci & Ryan, 1985; 1991; Ryan & Deci, 2000). Importantly, this theory emphasizes that for institutions to be successful they must particularly value autonomy, competency, and relatedness. It is interesting that in this study, participants specifically discussed their need for greater autonomy, resources to allow greater competency, better connections with other faculty members, and a sense of belonging. Participants' comments indicate that they want major changes to take place, and research supports that such changes would be beneficial.

To illustrate, Acker (2014) found through her research on women in senior ranks that the demands are often great and the resources are too few. For example, research has indicated that mentoring, particularly females mentoring other females, is extremely beneficial for women with respect to increased empowerment, job retention, grant income, promotion rate, and self-confidence about their academic competence (Gardiner, Tiggemann, Kearns, & Marshall, 2007; Morley, 2013; Settles et al., 2007). Despite the benefits of mentors for both the mentees and the universities, there is a lack of mentoring (Gardiner et al., 2007). In this study, participants discussed their need for mentors and research has shown that mentorship programs are very beneficial for universities.

It may be valuable for future research to examine women's involvement (that is, time commitment) in services in the BU community. Perhaps females and males may be disproportionately represented in services. Furthermore, it may be valuable to examine child care issues directly in relation to employment at BU.

Conclusion

The results of the archival data showed that BU is continuously progressing towards gender equity. In general, the representation of women at BU has improved and the proportion of women in the faculty ranks has improved. However, women are still under-represented in particular fields (e.g., Science), ranks (e.g. Full Professor), and senior/ authoritative positions. The results also showed that the faculty of Health Studies is extremely female-dominated, and most of its members are at an instructional associate level with continuing appointments. The faculty was shown to be unique in comparison to other faculties. Importantly, no gender differences were found in starting or current salaries when variables including starting year, starting rank and starting step or years of service, rank, and number of promotions were accounted for. Furthermore, the results showed no statistically significant gender differences with respect to promotions, tenure, sabbaticals, and BURC grants. Despite these positive findings that suggest BU is getting closer to achieving equity, BU must continue to monitor these variables to ensure further progress, as society is continuously changing and influencing these trends.

It is important to note that there are some limitations within the archival data section of the study. First, prior SWRC studies did not clearly indicate how years of service for faculty members were calculated when members completed term or other positions before their current positions, and when members had two different start dates. Furthermore, prior SWRC studies did not consistently indicate whether it was all faculty members examined or only full-time faculty members. Second, data that was not made available electronically at the Human Resources Office was obtained manually, which may affect its accuracy (e.g., starting step, highest degree attained, overload credit hours). Third, Data Collection Forms were not complete. Fourth, sessional faculty members over the last five years were not examined since it was advised that their information may not be accurate because it would have to be collected manually. Finally, including the amount of time spent in services and years of experience prior to hire may have strengthened the present study.

The results of the second part of the study provided detailed information on BU's working climate. Consistent with the literature, although formal inequalities (e.g., gender pay gap) have decreased, informal inequalities (e.g., lack of respect, support, and teamwork) remain. Several persistent barriers to women's career advancements at BU were identified (e.g., lack of

sufficient resources and schedule inflexibility). Fortunately, participants provided many suggestions for improvement. It is important that BU reviews the issues and suggestions for improvement identified in the results and that actions are taken to resolve them, as it may enhance institutional success in multiple ways. For instance, respecting and reasonably accommodating individual differences would enhance BU's image; improving the climate at BU would improve employees' teaching, research, and/ or services they provide, and students' experiences.

The results of the present survey provide detailed information about the women at BU, although there are some limitations. First, some participants explained that they were confused with the wording of the survey and that it was also skewed towards academic faculty. This may have negatively affected the reliability and validity of the descriptive statistics. Second, participants noted that the Dean and Chair should not be evaluated together. Finally, it is important to consider that the sample of participants who completed the survey was a convenient sample*; therefore, generalizability is limited because the sample may not be representative of the population.

The present study examined gender equity from an objective approach (archival data) and a subjective approach (SWRC survey). These two approaches combined strengthened the study and allowed a more complete understanding of women's experiences at BU in comparison to if only one of the approaches were used. Statistically, BU is progressing towards gender equity. However, the results of the survey suggest that, despite the statistics, women are challenged by many barriers regarding their employment at BU. It is important that BU makes the necessary accommodations regarding the barriers identified in this study, as they appear to restrict faculty members' opportunities to be successful and as a result the institution's success.

* A convenient sample is a nonprobability sample that includes participants who are readily available (Leary, 2012). It does not produce as strong as findings as, for example, a random sample, because there may be something unique about the individuals who volunteered to participate in comparison to those who did not.

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Appendix A

Survey of Female Faculty at Brandon University 2014

Remember that all participation in this study is anonymous and voluntary. You may decline to answer any question or questions. No data will be released in such a way as to reveal the identity of an individual respondent.

Working Environment:

1. What factors in the working environment have been helpful for you to work in your unit at BU? Please indicate how important each factor has been by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Salary			
Training opportunities			
Professional development funds			
Other (please list and rate any other factors)			

Additional comments:

2. What factors in the working environment have made it difficult for you to work in your unit at BU? Please indicate how important each factor has been by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Salary			
Training opportunities			
Professional development funds			
Demands of the job that conflict with family and/or personal commitments			
Other (please list and rate any other factors)			

Additional comments:

3. What ideas do you have for improving the working environment in your unit at BU?

Research Environment:

4. What factors in the working environment have been helpful for you to conduct research at BU? Please indicate how important each factor has been by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Access to funding			
Training opportunities			
Professional development funds			
Other (please list and rate any other factors)			

Additional comments:

5. What factors in the working environment have made it difficult for you to conduct research in your unit at BU? Please indicate how important each factor has been by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Access to funding			
Training opportunities			
Professional development funds			
Demands of the job that conflict with family and/or personal commitments			
Other (please list and rate any other factors)			

Additional comments:

6. What ideas do you have for improving the research environment in your unit at BU?

Teaching Environment:

7. What factors in the working environment have been helpful for you to teach at BU? Please indicate how important each factor has been for you by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Salary			
Training opportunities			
Professional development funds			
Other (please list and rate any other factors)			

Additional comments:

8. What factors in the working environment have made it difficult for you to teach at BU?
 Please indicate how important each factor has been for you by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Your Chair and Dean			
Mentors/colleagues			
Salary			
Training opportunities			
Professional development funds			
Demands of the job that conflict with family and/or personal commitments			
Other (please list and rate any other factors)			

Additional comments:

9. What ideas do you have for improving the teaching environment in your unit at BU?

Your Personal Goals:

10. Take a moment to think about your professional and educational goals.

The following is a list of some commonly stated goals from previous surveys. Please indicate how important each goal is to you by placing a check mark in the appropriate box.

	Extremely important	Somewhat important	Not important
Establish and maintain a credible research program			
Publish more papers			
Further develop my teaching skills			
Create or update courses or programs			
Pursue further education and/or professional training			
Acquire promotion/tenure			

If you have other important professional or educational goals which are not listed above, please list them here.

Additional comments:

Unique Challenges:

11. Do you feel your situation is unique, causing you challenges different from and greater than those of your colleagues? If you feel comfortable sharing these, please do.

Overall Satisfaction:

12. Rate your overall satisfaction with your working experiences at Brandon University

Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied

The Role of the Status of Women Review Committee:

The roles of the Status of Women Review Committee according to Article 30 of the Brandon University Faculty Association Collective Agreement are:

Article 30, Clause (b):

“Review Committee members must be committed to establishing equity for all members of the University. “

Article 30, Clause (l):

“The Review Committee shall review actions taken to improve the status of women in the university community and, in particular, the development and implementation of the hiring goals required for academic faculties/units. It is also responsible for ongoing reviews to ensure that there is no discrimination based on sex in salaries, the process of securing tenure, promotion, the granting of sabbaticals or research grants. The Review Committee shall conduct a major review of such matters within one (1) year of April 1, 1988 and a similar retrospective review of five-year intervals thereafter. The Review Committee shall report at least annually to the Parties to this agreement. The Review Committee shall include an assessment of the progress being made towards the objectives of this Article. The Review Committee may assist academic Faculties/Units in establishing outreach programs to ensure equal access of women and men to all university programs.”

13. What, if any, tangible ways might the SWRC be additionally useful / supportive of you in your employment at BU?

Once you have completed the survey, click on "Done" to submit your responses.

Note that once you click on “Done” you will not be able to retrieve your responses.

However, all responses are anonymous, and all responses will be reported in such a way that they do not identify individual respondents.